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SCHOOL LIFE



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Number 4

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1925



HOME ECONOMICS UNDER HOME CONDITIONS FOR HIGH-SCHOOL GIRLS

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THE NATIONAL COMMITTEE on Research in Secondary Education has been organized to promote and coordinate investigations in secondary education. Its members are representatives of the leading organizations of the country which are concerned with this subject. Much is expected of it. An article by the chairman, Dr. J. B. Edmonson, Professor of Secondary Education in the University of Michigan, on the purposes, plans, and personnel of the committee appears on page 72 of this number. SCHOOL LIFE will in future present the committee's proceedings, announcements, and reports or abstracts thereof. Our readers will, therefore, be fully informed of the doings of the committee.

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VOL. XI

WASHINGTON, D. C., DECEMBER, 1925

No. 4

Development of Dental Education in the United States

Specialists in Oral Surgery Appeared in Egypt very Early, but Disappeared for Centuries. Surgeon Formerly an Artisan of Low Degree Although Physician Was a Man of Distinction. Dentistry Originally of "Destructive" Type Only; Replacement, Restoration, Treatment, and Correction Developed Slowly. Oldest Existing Dental School is in Cincinnati

By FREDERICK C. WAITE

Professor of Histology and Embryology, Western Reserve University

OUR PRESENT DAY conception is that dentistry has developed out of medicine. As we to-day commonly use the term medicine to include surgery this idea is correct, but we often neglect the historical fact that for a long period during the dark and middle ages physic and surgery were separate callings and the physician and the surgeon were distinct individuals.

This distinction was emphasized with the advent of Arabic civilization into Europe. Arabic medicine was a faint survival of Greek medicine, but much modified. In the Arabic conception to do anything with the hands was menial and a task only for slaves or those of lower caste. The physician gave only advice and directed the employment of medicines. Pharmacy was much more prominent than surgery. The physician was a philosopher and relatively well educated, while the surgeon was a mere artisan.

Surgery Became Associated With Craftsmanship

So medicine came to be associated with the learned professions and later especially with the monks and then with the clergy. When medicine came to fall under the control of the monks and clergy it encountered the proscription of the drawing of blood by the clergy and thus surgery was automatically further divorced from physic. In medicine scholasticism was dominant and empiricism almost vanished, while surgery became associated with craftsmanship and was considered less dignified and on a distinctly lower plane.

In Egypt long before the Christian era surgery and physic were practiced by dif-

ferent individuals and even the surgery of the different parts of the body was separated. Here first probably appeared the surgical specialist of the mouth—i. e., the dentist—but only in Egypt was such intense specialization shown. However, even in early Greek medicine the attitude toward the distinctness of the fields of the physician and the surgeon is clearly shown in that phrase of the Hippocratean oath imposed upon all students of physic in early Grecian time in which the student swears "I will not cut a person who is suffering with a stone, but will leave this to be done by practitioners of this work." In that oath the practice of the physician is called an "art," but the practice of surgery only a "work."

Dentistry Began in Sixteenth Century

So in the Middle Ages developed the barber surgeons, and not until after a considerable lapse of time did surgery in the late fifteenth century begin to gain an equality with physic and lead to the condition where a single individual might reputably be both a physician and a surgeon. Probably Vesalius (1514-1564) with his newer anatomy and the consequent possibility of rational surgery marks the beginning of a return of dignity to surgery. This was further elaborated in the same century with Pare (1510-1590) whose achievements gave new impetus and dignity not only to surgery but to what we now call dentistry, which first attained that designation in the latter part of the sixteenth century. This period was marked by the first book on dentistry by Ryff (1548); but the first real treatise on dentistry was by Fouchard (1728). That

work gave a real impetus to dentistry and was the cause of the development of dentistry in France more rapidly than elsewhere.

Pluck Out the Offending Tooth!

Medieval dentistry clearly lay in the field of surgery. Even the Renaissance did not materially change this relation. It was largely of the destructive type and, if one may paraphrase a biblical aphorism, was based upon the theory that "If thy tooth offend thee, pluck it out." True there developed in early times some crude replacement dentistry but this was only occasional, the great part of dental practice being restricted to extraction with some analgesic measures which lay in the field of physic rather than of surgery.

This historical disparagement of surgery probably is a fundamental cause of the less consideration given to dentistry through the long time up to the present. Only with the development in recent decades of the curative phases of dentistry is the profession of dentistry beginning to gain an equal footing with medicine.

Dentistry may be divided into five fairly distinct fields: Destructive dentistry—i. e., extraction—which is certainly historically the oldest; replacement dentistry, consisting of the crude making of artificial teeth of wood or bone, and more recently of various chemical compounds or metals, first as single teeth, then as partial dentures, and only comparatively recently as full dentures, which were first made by Fouchard in the early eighteenth century; restorative dentistry consisting in the repair of individual teeth; curative dentistry, consisting in medicinal

treatment of diseased teeth and their adjacent tissues; and finally corrective dentistry, the most recent of all, and now included in orthodontia.

The first three of these are so largely of a mechanical nature that they could be accomplished by one with little understanding of pathology, of the action of drugs, of growth processes or even of anatomy. Not until curative and corrective dentistry came to occupy some considerable part of the general field did there arise a necessity for the broader education of one who proposed to practice this profession, and the progress of dental education seems to have been guided by these relations.

Early Professional Education Mainly Preceptorial

In earliest colonial times the physicians were chiefly men educated in Great Britain and the majority of them were both clergyman and physician, having studied medicine with their theological course in British universities, but as succeeding generations followed there was comparatively little return of young men to Europe for professional study and but few recruits to the professions immigrated from Europe to the colonies. Hence professional education was almost entirely restricted to the apprentice or the preceptorial system, gradually but surely deteriorating until in the middle of the eighteenth century medical practice became so decadent that even the Indian medicine man was at times better.

The preceptorial system was nothing more than education through apprenticeship, a procedure that followed the usage in the various crafts and historically the initial method for barber surgeons. Such education depends for its achievement on the ability of the preceptor. As preceptors became less and less efficient, because of poorer and poorer education and training, so medical education approached a cataclysm.

First Medical Course in Philadelphia

Not until 1765, nearly a century and half after the first considerable colonization in America, was the first institutional professional education inaugurated in Philadelphia in the establishment of medical courses in the College of Philadelphia, which was later merged into the University of Pennsylvania. Up to the close of the eighteenth century eight medical schools had been established, of which but four were destined to survive for long.

In the first 40 years of the nineteenth century there was rapid increase in the number of medical schools. Although these schools were mostly within the limits of the original colonies, yet the

new western regions saw, before 1840, the rise of medical schools in Kentucky, in Ohio, in Louisiana, and in Missouri.

In spite of this increase of schools most of the physicians received all or the major part of their education under the preceptorial system, many attending in medical school but one four-month course and more not at all. The courses in the medical schools consisted mostly of lectures and were designed to supplement the preceptor. Nearly all clinical teaching was under the preceptor, usually far removed from medical school or hospital.

No Courses in Dentistry Before 1835

In none of the schools were there any courses in dentistry previous to 1835. Only incidentally was any instruction in dentistry given in the schools and that was confined to extraction. Under the preceptorial system the apprentice received no clinical dental instruction except on extraction. Mechanical dentistry was not gained under professional auspices but under apprenticeship to an artisan.

Through the first two centuries from the first colonization dental practice was a mere incident of general medical practice. Specialization in medicine that appeared early in Egypt had disappeared completely for centuries and there was yet no sign of its revival. Neither medical nor surgical specialties had as yet been separated off from general medicine. Few books on special phases of medicine had as yet appeared.

Only Half Dozen Dentists Before Revolution

Occasionally an individual because of special taste or manifest ability in some limited field of medicine or of surgery gave his major attention to practice in this line. In this way there appeared now and then in one of the four large cities of the country (Boston, New York, Philadelphia, and Baltimore) an individual who devoted himself almost entirely to dentistry. Thus in the last decades of the eighteenth century there were perhaps a half dozen physicians in the United States who were devoting themselves so much to dentistry that they might be called dentists. In addition, there were some barber-surgeon dentists and a few laymen who through contact with surgeon dentists of the French troops during the Revolutionary War had acquired some proficiency in and taste for dentistry. These were doing not only extraction but some replacement and restorative dentistry and at the end of the eighteenth century full dentures retained by suction and air pressure supplanted the earlier type which were retained in the mouth by springs. Most of the replacement dentistry of the eighteenth and early nineteenth cen-

turies was not in the hands of physicians but of artisans of another type, usually jewelers and silversmiths, carvers of ivory or wood, and such adepts at finer mechanical processes.

These few men could not be said to create a dental profession, but they formed the nucleus from which by apprenticeship there arose an increasing number of men who were practicing only dentistry. Thus the origin of the dental profession in the United States was individualistic, not generic. These two trickling streams of early American dentistry came from two sources—one professional, the other artisan.

Dentistry Was Not Considered Important

In the early decades of the nineteenth century there appear at times suggestions that the medical schools should give more attention to instruction in dentistry, but usually without result. In 1837-38 dental lectures were delivered in the School of Medicine of the University of Maryland and finally in 1839 a few physicians, primarily engaged in the practice of dentistry in Baltimore, proposed the establishment of a dental school. In 1840 they obtained a charter and asked to be made a department of the University of Maryland. This request was refused. Various reasons are alleged for this refusal, the usual statement being that the medical faculty did not consider dentistry of enough importance to establish a school in that subject. It would seem, however, that the conditions in medical circles in Baltimore where for more than a decade a fierce rivalry between two competing medical schools, culminating in the late thirties, had aligned nearly every physician in Baltimore on one side or the other, had something to do with this refusal. Of the men connected with the proposed dental school some had been partisans against the University of Maryland and the personal element seems to have been a possible and perhaps a major factor in this refusal.

Independent Proprietary School Was Pioneer

At any rate the refusal occurred and the dental school in Baltimore started as an independent proprietary school, not only with no connection with the university, but in a measure its rival. If the opportunity for close affiliation and cooperation of medical and dental education under the aegis of a university had been seized at that time it is probable the progress of dental education in the United States would have been far different, since this initial school furnished not only the precedent but much of the personnel to the faculties of the new dental schools that followed. The resentment at the refusal of the Maryland

medical faculty and the interests of the men on the Baltimore dental faculty at once led to a breach between medical and dental professions that was inherited by all their students and was carried into practice and into the new dental schools that were established, these in turn to hand it on to new generations of dentists.

Dentistry Became More Mechanical

This breach soon brought the thesis that previous medical study was not necessary to training in dentistry and resulted in a diminishing number of dentists who were also graduates in medicine. Thus dentistry lost the benefits it had earlier enjoyed and became more and more mechanical. The artisan trained type of dental education of earlier decades was supplanting the medically trained dentist. Advance in dentistry came to be almost entirely along mechanical lines. The profession and the schools each supported the other in this program, and since schools were nearly all proprietary this program gathered headway with each year.

The response to the establishment of the Baltimore College of Dental Surgery in 1840 seems to have been gradual since the establishment of dental schools was discouraged both by physicians and by that considerable group of practicing dentists who chose not to lose their prestige as preceptors. Five years later, in 1845, in Cincinnati was established the Ohio College of Dental Surgery, now the oldest existing dental school in the world. In 1852 a school was established in Philadelphia. In the sixties, six more schools arose: Another in Philadelphia in 1863; one in New York in 1866; one in St. Louis in 1866; one in Boston in 1867; one in New Orleans in 1868; and another in Boston in 1868.

Of the nine schools established before 1870 all but one were independent and proprietary. Not until the establishment in 1867 of the Dental School of Harvard University was there any affiliation of a dental school with a medical school in an established institution of general education.

First Graduates Not Medical Men

Thus all the graduates of dentistry in the first 29 years of institutional dental education in the United States were the products of independent proprietary schools, and in these schools the curriculum was based very largely upon the precept of acquisition of facility in the mechanical phase of dentistry. Dentistry was no longer practiced largely by men educated in medicine and with especial taste in one field of medicine, but chiefly by men trained not first in medicine as a basis, but trained only in one small corner of medicine. These men specialized

in a small field without having any conception of the broad basis upon which this specialty rested. Their experience was that of the present-day specialist in medicine or dentistry that too early specialization leads to immediate success but as surely to ultimate failure. Thus the dental profession which in part was initially broadly trained, and added to this special training in dentistry, deteriorated to the special training alone with scarcely any educational basis either general or professional other than manual dexterity. What had started as a specialized profession became a craftsmanship. And the gap between medicine and dentistry became wider with each decade. Under such circumstances, of necessity, any advance must be along mechanical lines and the importance of the mechanical phase became paramount in the minds of the members of the profession and was of course reflected in the schools which were out of contact with any general educational influence.

Physician-Dentists Became Steadily Fewer

These men who graduated in the first 30 years of institutional dental education were the fathers of the profession, and the impress of their ideas and prejudices upon the ideals of the dental profession is indelible. True, some of these men graduated in medicine either before or, after graduation in dentistry, but such individuals become fewer and fewer with each year.

Shortly before the Civil War there began to appear in some States statutory regulations of the practice of both medicine and dentistry. This was first established for dentistry in Alabama in 1841. Under this procedure practitioners were required to qualify by examination before State boards, but this examination was waived if the individual was a graduate of a professional school. This statutory control in the course of two decades after the Civil War came to be operative in nearly all the States east of the Missis-

sippi in regard to medicine, but in regard to dentistry there was some delay and not until nearly the end of the century was there statutory control of dental practice in all States.

This waiver of qualifying examinations to professional school graduates furnished the incentive for an orgy of establishment of proprietary medical and dental schools in the last two decades of the nineteenth century.

Nineteen Schools in Operation in 1884

To the 9 dental schools of 1870 had been added 7 more by 1880, and in the first half of the next decade 8 more schools arose, making 24 dental schools established by 1885, but happily some were short lived, so that in 1884 there was a total of 19 dental schools in operation. Between 1884 and 1902, 35 more schools were established, nearly all proprietary and some fraudulent. The resulting flood of poorly trained graduates of the many schools with meager equipment and low ideals aroused the older and better men in both the medical and dental professions to an effort at regulation within the professions of their own professional preparation. Since most of these schools were proprietary the universities could do little, and anyway professional education 40 years ago was not of major interest in the universities.

There was coincident although not co-operative effort in both medical and dental national professional associations for improvement in professional educational conditions and for regulation and control of the respective professional schools. In the decades following the Civil War committees were appointed in both the American Medical Association and the National Dental Association to devise some remedy in the educational relations in their respective professions. These efforts resulted in the establishment in 1884 of the National Association of Dental Faculties followed in 1891 by the creation of the Association of American Medical Colleges.

Conference of Southeastern Rural School Supervisors

A conference of rural-school supervisors of the Southeastern States, called by the Commissioner of Education, will be held in the administration building of Peabody College for Teachers at Nashville, Tenn., December 14 and 15. Participants in the conference will come from 10 States of the southeastern group and include both State and county supervisors of rural schools. Among the speakers of note who have accepted invitations to address the conference or lead the discussions are Dr. Fannie W. Dunn, professor of rural education, Teachers' College, Columbia University; Dr. Orville G. Brim, professor of education, Ohio State University; and

Dr. W. H. Burton, professor of education University of Cincinnati.

The purpose of the conference is to facilitate exchange of experiences and bring expert advice to bear on special problems of supervisors while actively engaged in field work. As a result it is expected that definite principles of practice and procedure will be formulated which will be practical from the field worker's point of view, based on modern scientific study of education and adapted to the special needs of rural schools.

A municipal football coach has been engaged by the department of recreation of Kenosha, Wis., for city playground elevens. The new coach is a former University of Michigan star.

Automechanics of Every Branch Trained in a Government School

Quartermaster Corps Motor Transport School at Camp Holabird, Md., Continues Work Whose Necessity was Developed by World War. The Army Mule, of Heroic Tradition, the Army's Principal Motive Power before 1916. Systematic Means of Training Personnel Established in 1918. School Which Remains Receives Men from Army, Marine Corps, and Veterans' Bureau. Graduates Practice Their Trades in Civil Life

By WERNER W. MOORE

Lieutenant, Quartermaster Corps, United States Army

METHODS of Army transportation before 1911 were substantially those of the Revolutionary period. A few official reports had been made upon the practicability of power-driven vehicles for military use and a few self-propelling machines, widely diversified in make and type, had been procured and tested under service conditions. That was all.

At the outbreak of the Mexican border troubles in 1916 the Army possessed fewer than 100 motor vehicles. An imperative demand arose for truck transportation, and emergency orders were placed. Several trains were organized, but they were operated and maintained by civilians, for the soldiers knew very little, if anything, of handling motor cars. No means of training them for such work had ever been provided.

As a matter of fact, few schools for that purpose were in existence in the country, and even in them the instruction was sadly deficient if judged by later standards. One automotive school, for example, taught its students to mix sawdust with gear compound to eliminate noises in transmissions and differentials. Even as late as 1919 a young man of 22 applied to me for employment as an automechanic and presented a diploma of graduation from what was then and is now one of the leading schools in the country for automechanics. As I discovered later, he did not know that an Indian motor cycle has no radiator.

Mexican Border Troubles Caused Awakening

Experience gained under active military operations in Mexico and along the border led to extensive study and research on the part of the officers of the War Department, in cooperation with the Society of Automotive Engineers and leading truck manufacturers on automotive transportation, and finally resulted in standardization of motor transportation for military purposes.

At the outbreak of the World War the demand for motor transportation increased tremendously. Very nearly all branches of the service took action to procure

adaptable automotive equipment for their respective services, and many unstandardized and dissimilar vehicles were acquired. This method of purchase naturally resolved itself into a highly intensified and wasteful competition between the several arms of the service. Over the vehicles thus procured the complex problem of maintenance, operation, and spare parts became dominant, and imperative necessity arose for centralization in the purchase and standardization of equipment.

Alarming Conditions at Beginning of War

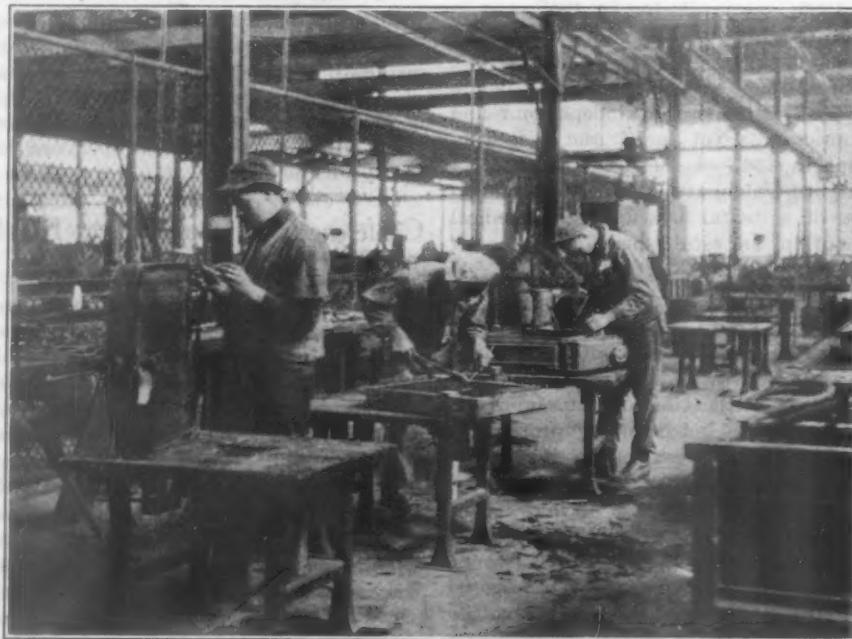
In the spring of 1918 the poor condition of the motor transportation in the American Expeditionary Forces was alarming. The only apparent solution to the problem was the creation of a separate corps to take over, procure, operate, and maintain, with few exceptions, all motor transportation. This corps was known as the Motor Transport Corps. After its creation the efforts of the enlisted and overseas section of the personnel branch were concentrated upon the procurement and training of personnel for the organization, commencing with the sixth phase of Gen-

eral Pershing's project of overseas requirements, and motor transport schools were established at Camp Wheeler, Ga.; Camp Joseph E. Johnston, Fla.; Fort Sheridan, Ill.; Camp Meigs, D. C.; Camp Bowie, Tex.; Fort Sam Houston, Tex.; Camp Holabird, Md.; Camp Jesup, Ga.; and Camp El Paso, Tex.

Training for 17,000 men per month

Repair units and service-part units were organized at Camp Holabird and Camp Jesup, Fort Sam Houston, and Camp El Paso, where men were given intensive course of instruction in the maintenance and repair of motor vehicles. One repair unit, consisting of 47 officers, 1,194 enlisted men, and 35 service park units of 1 officer and 35 enlisted men, per month, were allotted to each of these four places for organization and training. At the cessation of active operations, arrangements had been completed for training 17,000 officers and men every month.

An adequate curriculum covering courses for all field service training was prepared, together with a tentative training manual to be used as a reference



Radiator repairing is an important feature of automobile work

book in the work. Courses for both officers and men were issued, together with standard lists of equipment, instructing personnel for schools of different sizes. The information contained in these publications practically covered the entire field of automotive industries, and the

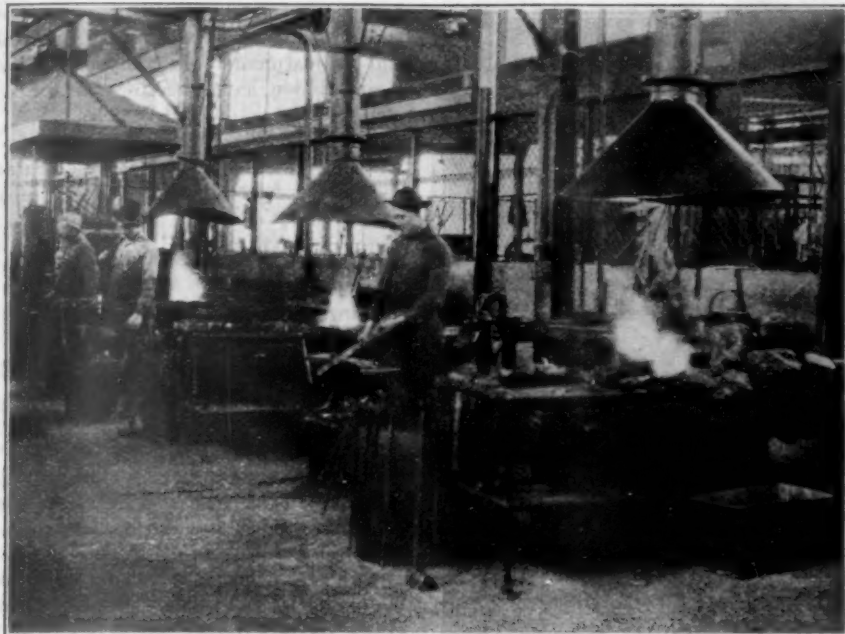
the period of national emergency, and to operate and maintain the motor transportation of the Army in time of peace. The school prepares courses of instruction for use at the corps-area schools to be established during the period of war time, also correspondence courses for

and enlisted specialists of the Army and by the employment through the Civil Service Commission of civilian experts of the various automobile trades.

A psychological examination is given to all students of the first class undergoing instruction. From these examinations ratings were determined which have been of material advantage to the school faculty in determining the capabilities of the individual student. Much data from this examination have been obtained, but not enough yet to form any definite rules.

Comprehensive Instruction for Officers

The school is divided into four parts: Department of operation and tactics; of autoelectricity; of mechanical repair; and of allied trades. Each department is subdivided into subjects related to the automobile. The course for officers covers nine months and is comprehensive, because the officer's duties are supervisory and he should have a general knowledge of all subjects pertaining to motor transportation. The enlisted man is not given a general course but is detailed to specialize in certain branches. No time limit is set for the completion of his course in view of the fact that some men have reached higher grades in schools in civil life than others and are capable of receiving instruction faster than others. As a general rule the average enlisted man has not sufficient basic education to grasp many of the technical subjects connected with the automotive trades, consequently most of the technical training required of him is obtained by explanatory lectures which he absorbs in the gradual process of repetition.



Blacksmithing is taught in a well-equipped shop

application of Army procedure and practice as prevalent in the Motor Transport Corps.

The work involved in the preliminary research, preparation of curriculum, lectures, and special memoranda was enormous in scope, but it was done with the highest efficiency, and the resultant publications have proved to be of great value to the service. The Motor Transport Corps, in cooperation with officials of the War College, prepared training films covering the operation and maintenance of motor vehicles for use at motor transport schools, which are still in use at our school.

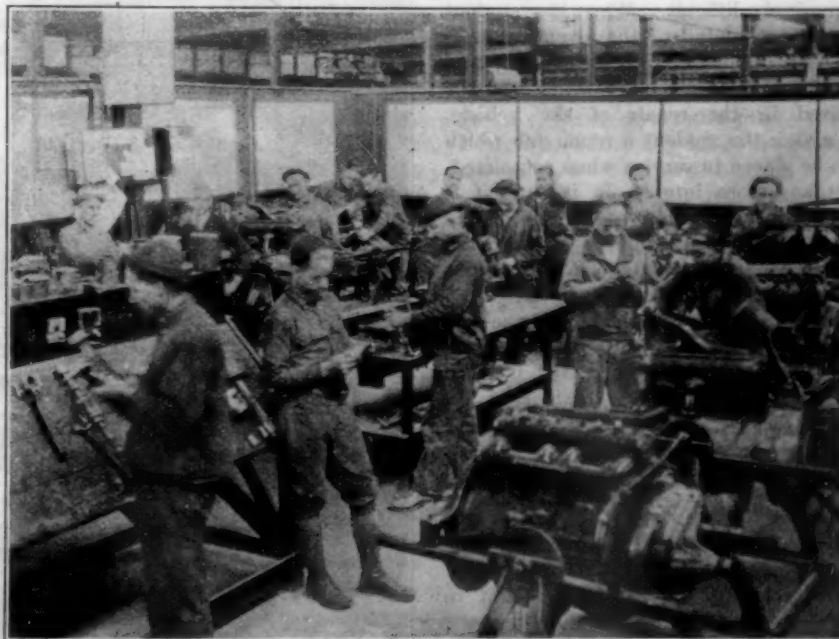
Only one school continued

Shortly after the cessation of hostilities, all motor transport schools as such were closed and the instruction in a lesser degree taken up by the vocational schools of the Army, with the exception of the school at Camp Holabird. This school was reestablished by virtue of general orders of the War Department to be known as a Motor Transport Training School of the Quartermaster Corps, and in compliance therewith was opened on September 5, 1919, as a special service school.

The purpose of the school is to instruct officers and enlisted men to become specialists in motor transportation. After graduation they are to become key men for the expansion of war-time units and to form training cadres in the several corps-area schools to be established during

officers and enlisted men of the Regular Army, National Guard, and Organized Reserves. It prepares training manuals on the several automotive trades for use of military specialists. The school is open to all branches of the service, including the Marine Corps.

The instructing staff of the school is obtained by detail of suitable officers



Studying the construction of internal combustion engines

Two methods of procedure are open to the Army in teaching enlisted specialists, one being the apprentice system, and the other the applicatory system. They are in general similar; the latter has the advantage over the former in that it is more rapid and sure of results. The

work (chipping, filing, and scraping); machine tool work (lathe, shapers, grinder, miller, etc.); shop practice.

Ignition and carburetion course.—Drawing (wiring diagrams); mathematics; magneto system of ignition; battery system of ignition; starting and lighting

justments; complete vehicle upkeep; driving of trucks, heavy cars, and light cars; convoy driving and troubles; actual trouble shooting on convoy; records.

Automechanics course.—Drawing and blue-print reading; use of hand tools and measuring instruments; complete assembly and adjustments of motor and accessories systems; complete assembly and adjustments of complete chassis (transmission, axles, steering gear, brakes, etc.); test of completed vehicles.

Battery repair and rebuilding course.—Drawing (wiring diagrams); elementary chemistry; lead burning; battery repair and rebuild; charging and testing; generators; instruments; diagnosing of troubles.

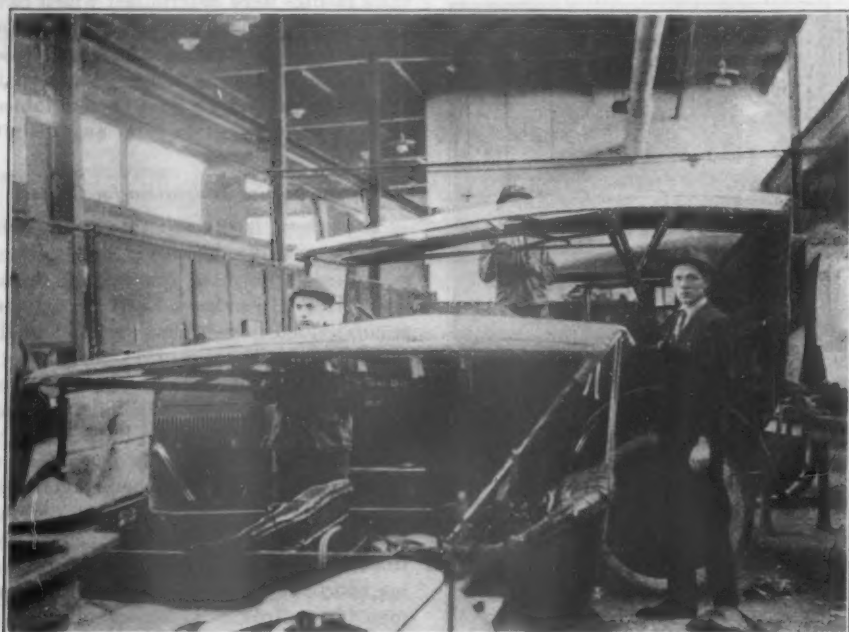
Welding Involves Practical Knowledge of Physics

Welding course.—Elementary chemistry; properties of metals; preheating of specimens to be welded; generating of grease used; different types of welding apparatus; welding of various metals by means of oxyacetylene flame; field work with portable welding outfits.

Sheet metal and radiator repair course.—Drawing; mathematics; geometry; sheet metal work (mud guard, body, lamps, etc.); radiator repair and rebuild; radiator testing; use of torch for soldering, brazing, etc.; repair of tanks.

Warehouse and issue of spare parts course.—Nomenclature and use of vehicle parts; listing of parts; spare parts; storage and issue; warehousing forms and methods; typewriting; accounting.

Tire repair course.—Rubber and its treatment; tube repair; fabric tire re-



Trimmers and upholsterers are always in demand

applicatory system is operated in as near a productive process as is possible. For instance, the various assemblies of an automobile are divided into a unit operation, each representing a single task, and as a student enters upon his course of study he encounters the simplest task first, and as the course progresses the jobs are arranged so as to become increasingly difficult. When the student completes a detail of the assembly he is given an opportunity to disassemble and repair a similar assembly which is to be utilized in the repair of the vehicle. By giving the student a repair job which is to be placed in service when completed, he takes more interest in it than if it were only a piece of salvage from the scrap heap for the purpose of giving instruction. During the complete course of instruction by this procedure, the student devotes approximately one-half of his time to actual production, which materially helps to defray the expense incident to his training.

Graduates Successful in Civil Life

Many letters have been received from the students who have graduated from the school, entered civilian life, and have made good as a result of their vocational training.

The scope of the subjects taught in the school is as follows:

Machinists course.—Shop mathematics; drawing and blue-print reading; bench

systems; fuel and carburetion systems; complete overhaul and rebuild of ignition and carburetion systems; diagnosing of troubles; adjustments; instructions.

Chauffeur mechanics course.—Engine, complete study with simple adjustments; chassis, complete study with simple ad-



Nearly every part of a storage battery is manufactured

pair; cord tire repair; vulcanizing; re-treading; upkeep of tires.

Motor-cycle course.—Motor and accessory work; frame and running gear work; complete overhaul, rebuild, and adjustment; diagnosing of troubles; riding sidecar and solo in convoy and individually.

Blacksmithing and spring-making course.—Blue-print reading; building and care of tires and tools; tools; forge work; tempering and heat treatment; spring work; use of instruments.

Painting, trimming, and upholstery course.—Painting plane surfaces; painting automotive vehicles, including preparation and finishing wood and metal surfaces; upholstery of vehicles; repairs of upholstery and tops; building of tops on vehicles; side curtains, etc.

Fewer Students from Reduced Army

The following tabulation shows the number of graduates by years that have attended the school. The decrease in the number of students since the first two years of its operation should not be taken as an indication that the school is not up to standard, but is due to the decrease in the personnel of the Army.

Graduates of the Motor Transport School

Year	Branch of service	Officers	En-listed men	Voca-tional stu-dents
1919	Army.....	5	330	-----
1920	do.....	81	891	-----
1920	Marine Corps.....	6	53	-----
1920	Veterans' Bureau.....			43
1921	Army.....	44	68	-----
1921	Marine Corps.....	5	42	-----
1922	Army.....	19	78	-----
1922	Marine Corps.....	2	92	-----
1922	Veterans' Bureau.....			51
1923	Army.....	22	35	-----
1923	Marine Corps.....	4	25	-----
1923	Veterans' Bureau.....			46
1924	Army.....	19	20	-----
1924	Marine Corps.....	5	16	-----
1924	Veterans' Bureau.....			5
1925	Army.....	12	39	-----
1925	Marine Corps.....	5	5	-----

Platoon Schools Gaining Favor in Portland

The Bureau of Education of the Department of the Interior made a school-building survey of the schools of Portland, Oreg., in 1923. At the request of the board of education of that city, the building program was worked out on both the work-study-play plan of school organization and on the traditional plan. The board of education asked for a bond issue for the building program on the work-study-play plan for the first five-year period. A bond issue of \$5,000,000 was voted for this purpose. In September, 1924, two schools were organized on the work-study-play plan in Portland; in February, 1925, four more schools; and now there are 11 schools on the platoon plan.

T. J. Buckley, principal of the first school organized on the platoon plan in Portland, writes in the Portland (Oreg.) Parent-Teacher, under the title, "Platoon Past Experimental Stage"; "The platoon system is here to stay. All those in authority are back of it. As a socializing influence, it is the best plan extant. Major subjects are better taught. All subjects are taught by specialists. * * * If you belong to the school of thought which maintains that the function of the school is to cram the minds of children with facts which may or may not be of use in after years, that a rigid system of repression is the best way to build character, you will not be interested in platoon schools. If, however, you believe in a socialized system of education, a system whose main objective is the preparation of the youth for citizenship, that the way to prepare for adult citizenship is to live an ideal life as a child, that direction and encouragement, not repression, are what the child needs most, you will find in the platoon system your golden opportunity."

A 10 weeks' try-out course in junior business, beginning this fall, will be given all 7A pupils in Baltimore junior high schools. Guidance study precedes choice of curriculum in 8B. The commercial courses offered in junior high, though try-out in character, are nevertheless definitely preparatory to commercial courses in senior high school, and at the same time they are vocational in that they give commercial training to pupils for positions to which their age will admit them.

Physical Education in Three-Fourths the Communities

In only about 30 per cent of the rural communities of the United States is health work taken seriously or any very definite health work attempted, taking as a basis of judgment the number of superintendents answering a questionnaire sent to 2,500, concerning health activities in rural schools. Of these communities, according to data collected by the Interior Department, Bureau of Education, and embodied in School Health Study No. 10, Progress and Prospect in School Health Work, about 75 per cent have some form of medical inspection and 50 per cent have dental inspection. Physical education is carried on in about 75 per cent of these schools. Gymnasiums were reported in 40 per cent, playgrounds in 30 per cent, and swimming pools in 1 per cent. A noon lunch is served in 40 per cent of the schools reporting.

These figures compare favorably with reports received from schools in small towns of from 2,500 to 10,000 people. Of the 27 per cent answering a questionnaire on the same subject, approximately 75 per cent have medical inspection and 45 per cent dental inspection. Physical examinations are conducted in 50 per cent of the schools heard from. In 56 per cent of these village and small city schools the pupils have the advantages of gymnasiums, 40 per cent have playgrounds, and 7 per cent swimming pools.

WHAT a man really learns, really knows, is never lost; the things he has learned are like a quiverful of bright sharp arrows, to which he can reach back, when he wants to send a missile straight to its mark, some noble day. He who knows how is the hero, the great man, the successful leader to-day; he who knows how.

Knowledge comes mainly from education; the schoolhouse on the hill is there to equip the young men and women coming down the pike—the old American pike. There he comes, the youth who some day shall be governor of Illinois, possibly only 20 or 10 or 2 years old now—but he's coming, coming sure, and he will surely be our governor, some day—10 or 20 or 40 years from now; take off your hat. And there comes the youth who 20 or 40 or 60 years from now will be our President; and there comes the lad who one of these days will walk into your house and up to your hearth and up to your heart and take away the dearest thing you have on earth, your darling daughter.

Oh, wouldn't you like to meet him half way, out there in the distance and the dusk and the dark, and tell him of some of the things he must meet and some of the things he can do to meet them right? Wouldn't you like to go up to him and say, "Oh, my son, let me help you;" but you can't do it; you can't do that; you are helpless; all you can do is to stand and wait and watch and pray. But is there no way to help? Thank God there is, and that is to give this youth education; to tell him the things he ought to know; to make him the man who knows how; by giving all men education, and all women too; and in this way—that is, by educating and informing and training all—you help your own.

So long as I live and move and have my being, I will cast my voice and my vote for education.—Richard Yates, Member of Congress from Illinois.

Curriculum Prescribed for Each Student, Not for College as a Whole

Principles of Proposed Requirements of Barnard College. Each Student Must Acquire Fairly Thorough Knowledge of One Subject and Insight into Other Main Divisions of Human Thought. Few Required Subjects

By VIRGINIA C. GILDERSLEEVE
Dean Barnard College, Columbia University

THE FACULTY has continued the discussion of the curriculum and has agreed on certain general principles to govern a proposed new set of requirements. The desire for a change has arisen partly from a widespread feeling that it is no longer possible to prescribe for all students specific subjects and courses. Just as we decided some years ago that no one of the laboratory sciences could be said to be more valuable than the others for all of the students, and gave them a free choice among these sciences, so the faculty has come to feel that in other fields also it is almost impossible to say that one given subject is, for all students, more valuable than another—to say, for example, as we do now, that economics is more valuable than government. Besides this fairly definite objection to our present curriculum there has been also a realization that the requirements as they now exist are a patchwork of accretions and amendments which have become unduly complex and without unity of purpose. The faculty has thought it might be well to sweep away all the existing requirements and start afresh with a reasoned and unified plan.

Only Fundamental Studies are Prescribed

The first of the principles that has been laid down for the proposed new curriculum is that no specific courses or subjects shall be prescribed, beyond those needed to give a student certain fundamental tools useful for successful work in any field. These tools are a command of written and spoken English, the ability to read at sight with ease at least one foreign language, a healthy body, and a knowledge of hygiene. To give these, the following courses are to be prescribed, except for students who can demonstrate that they have no need of them: A freshman course in English composition, a freshman course in spoken English, primarily for remedying defects of the voice, lectures on personal hygiene for freshmen, and lectures on human biology for upper classmen. All students are also to be required to take, during their four years, appropriate physical exercise.

The faculty believes also that each student should be required to concentrate her work sufficiently to gain a fairly thor-

ough knowledge of one subject. It purposes, therefore, to require every candidate for the degree to take a major subject of at least 28 points, carefully planned and supervised by the department in charge. A student shall not be required to choose this major subject before the end of the sophomore year, though she may choose it earlier. For each student majoring in its field the department shall prescribe such of its courses as may be necessary to give her a sound knowledge of the fundamental material of the subject and a fairly broad view of it. It shall also recommend to her such courses in other departments as may be essential to a sound knowledge of the major.

Insight into Three Main Divisions of Thought

In order to avoid too much concentration and specialization the faculty feels that each student should be required to distribute her work sufficiently to gain some insight into the other main divisions of human thought. It plans to require, therefore, that each student shall take at least 14 points of work in each of the three following groups or fields: Languages, literatures, and other fine arts; mathematics and natural sciences; and social sciences.

Feeling that a knowledge of at least one foreign language is an extremely valuable tool and source of training, the faculty plans also to require every student before being registered as a senior to show that she is able to read at sight with ease either French, German, Greek, or Latin. In special cases the student may be allowed to substitute Italian or Spanish. Feeling also that some knowledge of the scientific laboratory method is valuable, the faculty plans to require that at least 8 of the 14 points in the field of mathematics and natural sciences be taken in a laboratory science.

Having laid down these general principles and a certain number of specific requirements, the faculty will continue in the autumn to discuss the proposed new curriculum in detail. It is especially necessary for it to consider the first-year courses in the various groups which may be specially suitable for freshmen, and to determine the sequence of courses in various groups. Every freshman will normally, unless there is some good reason

to the contrary, be required to take at least one course in each of the three groups. Upon the nature of these introductory courses the success of the new curriculum will largely depend.

Whether the new requirements will work well or not will depend also, of course, upon the care and efficiency of the administration of them, and particularly on the thoroughness with which the various departments guide and instruct their major students. If properly administered, the new plan will really amount almost to the prescription of a curriculum for each student individually, rather than the prescription of a curriculum for the college as a whole. It will certainly enable us to adapt the courses in a more elastic way to the abilities and the requirements of each student. It should also make the freshman year a much more stimulating one than it has been in the past, giving glimpses into fields of thought not treated in the secondary schools.

Boys of Tulsa Must Study Home Crafts

"Home crafts for boys" is a required subject for all boys in the junior high school of Tulsa, Okla. The course includes nutrition, food preparation, duties of a host, child care, textiles and clothing, interior decoration, budgets, worthy home membership and home appreciation, community interests, city planning and improvements, music appreciation, and religious expression in the home.

Lessons of one hour each alternate with the physical training hour; that is, three lessons are given one week and two lessons the next week. The home crafts course, however, is under the direction of the department of home economics. High-school boys study home economics in 61 cities in 31 different States, and in many other cities specific courses in home economics are offered to boys; but Tulsa appears to be the first city to make a year's course in home economics an essential to high-school graduation.

Many Short Courses for General Culture

Stories of personal experiences in foreign lands, obtained from pupils and their parents, enabled a Los Angeles teacher of a school where 12 nationalities were represented, to get a point of contact in dealing with a group of over-age retarded children whose parents had recently come to this country. Home interest was aroused and a valuable collection of foreign customs and experiences obtained which were made the basis of study in many subjects, especially in English and history.

Practical Efforts That Promise Complete Success

A thoroughgoing campaign for the eradication of illiteracy is under way in Oklahoma, following the national slogan, "No illiteracy in 1930." The Federal census of 1920 showed that 56,864 men and women in the State could not sign their own names, much less read or write. Seven hundred and fifty teachers have donated their services, and 481 schools in 39 counties have organized for an intensive campaign from November 2 to December 11. The plan is for 18 sessions of night school, 2 hours a night, 3 nights a week, for 6 weeks. Experience has proved that under this plan adult illiterates of ordinary intelligence can learn to spell from 300 to 400 words, read through at least one primer, and write with more or less fluency, as well as to add, subtract, and multiply. Although the teachers have expressed their willingness to serve without pay, the American Legion, parent-teacher associations, Masonic and other organizations, and interested individuals, taking as their slogan, "Say it with checks," are contributing to a fund to remunerate each teacher to the extent of at least a dollar an hour for this work, or \$36 for the entire period. Students in State teachers colleges may acquire two semester hours of credit for work during this campaign in teaching illiterates. Churches and Sunday schools have also been appealed to, and in some places adult illiterates will be taught through the medium of Bible-story readers. Teachers in some counties have persuaded adult illiterates in their communities to enroll as regular students in day school classes.



Evening Schools for Hard-of-Hearing Adults

Lip-reading instruction was given to 20 men and women last session in an evening class for hard-of-hearing adults at public school No. 1, Baltimore, Md. The training in concentration, accuracy and quickness of mind and eye proved so helpful to the members that at the end of the term they decided to meet once a month during the summer for practice. The class will continue this year as a unit in the evening school, and a new class for deafened adults will be formed. The Baltimore school system makes provision for totally deaf children also.



Construction of new schools and libraries absorbed 5 per cent of all the money spent for new buildings in the United States during 1923.

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Head Teachers in Convention Urge Reforms in British Schools

Would Extend Compulsory Education Scheme, Improve Schoolhouses, Make Secondary Education Free, Provide Playgrounds, and Regulate School Attendance. Demand Careful Supervision of Cinema Programs Intended for Children

By FRED TAIT

Chairman Higher Education Committee, Gateshead, England

PRESENT TENDENCIES in British education are indicated in the comprehensive resolutions passed at the annual conference of the National Association of Head Teachers recently held. It was asserted that thousands of boys and girls are leaving British elementary schools at the term end, and, unable to find work, are roaming the streets, rapidly deteriorating. These children do not come under any compulsory educational scheme. The head teachers are voicing a considerable opinion in the country, when they demand that the school leaving age should be raised to 15 years from 14, with an option of 16, and that wherever possible in our elementary (primary) schools, a four-years' course for children of 11 plus should be organized, similar to our secondary schools. Such reorganization should be accompanied by maintenance grants to needful cases.

Some school buildings in Britain are still deplorable, especially many of those known as nonprovided schools, which still belong to religious denominations. Although more new schools are now being built than a year or two ago, the head teachers point out that it is necessary that the Government should increase the financial facilities to local education authorities for the building of new schools.

Recently many local education authorities have introduced a compulsory written examination into elementary schools for all children of 11 to 12, irrespective of their school standard or class, as a scholarship test for secondary schools. The head teachers condemn this as being a reversion to the system of individual examinations in vogue until the beginning of the century, and also because such examinations result in the stereotyping of the elementary school curriculum.

The conference also demanded free secondary education, the provision of nursery schools for children under 5, with fully qualified teachers, playing fields for primary schools, and adequate time for physical training. School attendance throughout the country is not satisfactory and the conference urged the cooperation of education authorities, magistrates, medical officers, clergymen, and teachers in an attempt to improve it.

Another resolution pointed out that many of the films shown in the cinemas are unsuitable for children and urged that special inspectors should be appointed to supervise the cinema programs intended for children. Other resolutions demanded more suitable school furniture, the provision of facilities for school journeys in term time; the provision of adequate indoor lavatory accommodation in all departments (in this connection it is to be noted that the largest education authority in the country provides only two clean towels per day to each department, irrespective of size), the cooperation of the officers of children's courts (where juvenile offenders are tried) with the teachers; and the direct representation of head teachers on local education authorities.

Altogether the conference did useful work in bringing before the public the immediate practical reforms needed in British schools.



A scholarship fund of \$7,215 is available to graduates of the Muskegon (Mich.) high school who need assistance in continuing their education. Three per cent interest is charged on loans from the fund, which was started with \$30 by the class of 1909.

THE PUBLIC SCHOOL is our most typical institution. Without regulation and without control from the Federal Government or other centralized authority, but emanating from the people themselves, we have evolved a system of education in 48 sovereign Commonwealths which is everywhere based upon the same principles, guided by the same educational policies, and devoted to the same ideals.

The faith of America is so deeply rooted in the public school that citizens of all races, nationalities, and creeds support it morally and materially, without prejudice, and without protest. They began with a meager stipend for its support and to-day they are taking over a billion and a half dollars out of their pockets for its annual support, or approximately \$15 for each man, woman, and child in the land.—Jno. J. Tigert.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE
INTERIOR, BUREAU OF EDUCATION

Editor - - - - - JAMES C. BOYKIN

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DECEMBER, 1925

Announcement

BY AN UNDERSTANDING with the chairman and the secretary of the National Committee on Research in Secondary Education, *SCHOOL LIFE* will present the proceedings, announcements, and as far as possible the reports of that committee. Reports which because of their length can not be presented in full will be presented in abstract. Readers of this journal may expect, therefore, to be thoroughly informed of the plans and the achievements of the committee.



A New and Potent Force in Secondary Education

LARGELY because of its sudden development and the lack of time for gradual and orderly readjustment, secondary education in the United States presents problems which are greater in number and complexity than those of either of the other main divisions of public education. They would be enough and to spare if they were confined to the four years which formerly comprised secondary education; but, placed between the upper and the nether millstone, the secondary schools must support the one and uphold the other.

Intended originally to prepare boys for college, considerations of location, life purposes of students, and downright common sense have in recent years led the high schools to extend their courses until they have penetrated far into the domain of the colleges. To such an extent has this occurred that many university men are now accustomed to refer to the Freshman and Sophomore classes as "essentially secondary." Some of them are even inclined to wash their hands entirely of those classes.

Officers concerned with the direction of the high schools are accepting the situation so presented, and already about 30 junior colleges have been appended, as it were, to established high schools. California led the other States in this movement, but similar institutions have been established in Illinois, Michigan, Minne-

sota, Missouri, Texas, and elsewhere. Extension of this idea is to be expected, and it may be that within the coming decade or so every city of consequence will have its own junior college at least.

On the other hand, the recognized weaknesses of the upper grades of the elementary schools and the obvious defects of articulation have resulted in the probability of complete reorganization at the point of junction between elementary and secondary education. Junior high schools, to take over the work of the seventh and eighth elementary grades and the first high school year, are conceded to be the logical outcome, and their general incorporation into the public school system seems now to wait upon practical considerations only.

The prospect, therefore, is that the American secondary school, with its closely articulated extensions, will embrace not four but eight years. Whether this eventuality should occur or not, the one outstanding need is to know the reasons why. A thousand questions of finance, administration, pedagogy, and social need must be asked and answered, and the best qualified of the Nation's schoolmen should apply themselves to the task.

Many able men have written upon the problems of secondary education, but two investigations stand out prominently above all the rest because of their scope and character, namely, those of (1) the Committee of Ten on the Secondary School Studies, and (2) the Commission on the Reorganization of Secondary Education. Both these bodies worked under the auspices of the National Education Association, and their reports were printed by the Bureau of Education—that of the Committee of Ten in 1893, and those of the Commission on Reorganization from 1913 to 1922, inclusive.

Many organizations are now engaged in the study of secondary school problems, but none of them is working upon a program so definite and so comprehensive as those of the two bodies named. The palpable need is of that coordination which will lead to complete consideration of the entire field without waste of effort either by duplication or by undue attention to relatively unimportant topics. This need can be met only by conference and complete mutual understanding. That is the essential purpose of the National Committee on Research in Secondary Education which is described in detail upon another page by its chairman, Prof. J. B. Edmonson.

The possibilities of this committee, because of the strength of its members and the influence of the organizations which they represent, seem to be greater than those of any similar educational body now in the field.

Children's Book List Based on Children's Preferences

READING TASTES of 36,750 children are set forth in a book entitled "The Winnetka Graded Book List" to be issued in December by the American Library Association. The book presents the results of a study made by the research department of the Winnetka (Ill.) public schools, aided by a grant from the Carnegie Corporation.

The children who cooperated in the study were in 34 States and in schools of all types and grades. Each child reported the books which he had read during the past year with his judgment of each one. In all, about 100,000 "ballots" or reports were submitted by the 36,750 children, and half the ballots referred to 800 books. The other half were scattered over 8,500 books, no one of which was read by as many as 25 children. Each child who cooperated reported, inter alia, his age, sex, and grade in school; and his score in the Stanford Silent Reading Test was reported by his teacher.

It is promised that all these facts and their relations will be tabulated and analyzed in the coming book, and that the best of the children's comments will be presented.

Thirteen children's librarians who were named by the headquarters' staff of the American Library Association as unusually expert in judging children's literature rated the literary value of each of the 800 books which were reported by 25 or more children. The experts were agreed upon only 100 of the 800 books, and only 35 of the 100 were rated of unquestionable literary merit. A few books which were so rated by some of the experts were pronounced unworthy of consideration by others. Such is personal equation.

It is evident that Doctor Washburne, the Winnetka superintendent, and his associates and the American Library Association have collaborated to excellent effect, and the report of their investigation promises to be a production of unusual worth.



Will Allen Dromgoole was the Author

"The Bridge Builder," a poem whose origin was then unknown to us was printed in *SCHOOL LIFE* of September, 1924. A member of the President's Cabinet, probably Secretary Weeks, found it in a cheap magazine while he was traveling upon a railroad train, and was so impressed by it that he read it to his associates at the next Cabinet meeting.

The Secretary of the Interior, Dr. Hubert Work, obtained a copy of the poem and sent it to the editor of *SCHOOL LIFE*.

Before printing it an earnest effort was made to learn its source. It was not found in the records of the Copyright Office, for it had not been copyrighted separately. Under these circumstances it was printed in *SCHOOL LIFE* without credit.

Since that time a number of other periodicals which we have seen printed it, also without credit. Recently, however, it appeared in the *Arkansas School Journal* with the name of Will Allen Dromgoole appended. Miss Dromgoole is literary editor of the *Nashville (Tenn.) Banner*, and for a number of years she has been a prolific writer. We wrote to her inquiring under what circumstances "The Bridge Builder" was written and how it was published originally.

Her reply was worthy of the poem. She said:

My father and I were great chums, companions of the woods and the streams about my little summer cabin at Estill Springs in the Cumberland foothills. When he was 90 years of age, we were walking one day to the creek to look after our minnow traps. The path led through a bit of wood, and there before us stretched a freshly cleared pretty footpath. The stones were heaped to either side, and the path lay all clear and clean before us. Then my father said to me, "I made this path." I stood aghast.

At his age, I had scant hope of traveling that woodland with him another summer. In fact I felt pretty sure he would never walk it again. I said to him: "You did all this, when?" "Just finished it last evening," said he, proudly. My heart hurt me. He had taken all that trouble to make a path he would probably never walk again. Then the thought came to me, "But I shall. My father made this path for me."

I wrote "Rare Old Chums," a book of a hundred pages, and into it I put the verses, but the little bridge, underneath which flows the stream in which we hid our traps seemed to me more forceful than a path for what I wanted to say, and so I chose the bridge at the foot of my hill where sings a lonely little stream.

The poem as we received it after its years of wandering differed from the original production both in the title and in its substance. It appeared in *Rare Old Chums* in 1898 in this form:

BUILDING THE BRIDGE

An old man, going a lone highway,
Came, at the evening, cold and gray,
To a chasm, vast, and deep, and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim;
The sullen stream had no fears for him;
But he turned, when safe on the other side,
And built a bridge to span the tide.
"Old man," said a fellow pilgrim, near,
"You are wasting strength with building here;
Your journey will end with the ending day;
You never again must pass this way;
You have crossed the chasm, deep and wide—
Why build you the bridge at the eventide?"
The builder lifted his old gray head:
"Good friend, in the path I have come," he said,
"There followeth after me to-day
A youth, whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall be.
He, too, must cross in the twilight dim;
Good friend, I am building the bridge for him."

Recovery of Higher Institutions of Learning in Berlin

Number of Students Showed Little Change During the War. Material Condition of University Teachers Now Restored Approximately to Pre-War Status. Expenses of an American Student About 4,000 Marks per Annum

By E. TALBOT SMITH

American Consul, Berlin, Germany

SCHOOLS in Berlin were affected by the war and the difficult period of readjustment following it, just as all other departments of city life were affected, but the number of students attending the higher institutions of learning seems not to have been greatly influenced.

The number of college (Hochschule) teachers in Berlin has increased by about 10 per cent since the war, but there has been no increase in the number of such institutions. Two universities have disappeared, the University of Strassburg and the Academy of Posen, and two new institutions have been founded, the University of Cologne and the University of Hamburg.

The material condition of the university professors now corresponds generally to their pre-war condition. They suffered considerably through the currency inflation and many lost their savings, but their predicament was in no way different from that of other salaried employees of the Government or of large business institutions. With the stabilization of the currency and the general return to normalcy, they have resumed their pre-war status. The condition of the private university teachers (Privatdozenten), dependent upon fees paid by students and having no salary from the institutions with which they are connected, was considerably worse. Before the war they could live comfortably from the fees paid by the students. The inflation period decreased their earnings to the vanishing point and wiped away their savings. The Government came to their

assistance, however, and agreed to pay them 80 per cent of an instructor's salary.

The tuition fees have also reached the pre-war level, after having fallen off considerably during the inflation period. The cost of a semester at college averages 175 marks. Medical and natural science courses requiring the use of a laboratory call for a slightly higher fee.

There is little new either in the number or subject matter of lectures delivered, or in the method of presentation. The most noteworthy development is the interest and enthusiasm in athletics and sports. The general interest in association football and track work is considered one of the most hopeful signs of the younger generation.

The monthly cost of living for an American student in Berlin in moderate circumstances averages about 300 marks. Taking the college fees into consideration, a student should figure on spending about 4,000 marks for a year's study in Berlin.

German universities have no special club arrangements for foreign students, but there are several institutions ready to assist the American student in arranging a course of study in Berlin. First should be mentioned the Amerika Institut, nominally under the Prussian ministry of education. In addition there is the German institute for foreigners and the academic information office (Akademisches Auskunftsammt). These three institutions are available to the American student in Berlin, and are ready to give him advice and assistance.

Greenland Eskimos to be Taught by Alaskans

Alaskan Eskimos will be employed by the Danish Government to instruct natives of Greenland in the care of reindeer. That Government is making an effort to establish the reindeer industry in Greenland, evidently prompted by the remarkable success of the herds in Alaska since their introduction in 1891 by the Interior Department, Bureau of Education. The application for permission to employ Alaskan natives was made through the Danish consulate in Seattle. Consent was willingly granted by the United States

Commissioner of Education, who directs the Government's educational and welfare work for the Alaskan natives. Arrangements as to salary, subsistence, transportation, and other details are being worked out. Contracts will cover a period of four years, and will provide for return to Alaska at the expiration of that time.

Average school attendance is 5 per cent higher in counties which employ full-time truant officers than in the counties which do not employ a county truant officer, according to a survey recently conducted in 101 counties in Illinois.

National Committee on Research in Secondary Education

An Agency for Coordinating Research of Important Organizations. Stimulation of Further Effort First Purpose Named in Constitution. A Clearing House of Information and Results. Will Promote Conferences for Consideration of Secondary-School Problems. Important Investigations are now in Progress, and Others are Contemplated

By J. B. EDMONSON, Chairman
Professor of Secondary Education, University of Michigan

THE MOST far-reaching combination of educational organizations engaging in research in the field of secondary education yet set up in the United States has been effected through successful organization of the National Committee on Research in Secondary Education.

The following organizations have official representation on this committee:

United States Bureau of Education, National Education Association, National Association of Secondary School Principals, National Society of College Teachers of Education, National Association of High School Inspectors and Supervisors, National Association of Collegiate Registrars, Educational Research Association, Southern Association of Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Secondary and Higher Schools, Association of Colleges and Preparatory Schools of the Middle States and Maryland.

Because of the nature of the work this committee is attempting to do general interest undoubtedly is felt in its program. For the information of the educational public there follows a copy of the constitution under which the committee is organized, a list of the committee personnel, and a summary of its present program of work.

Constitution

NAME

The National Committee on Research in Secondary Education.

PURPOSES

The purpose of this committee shall be:

1. To arouse those engaged in the field of secondary education to a consciousness of the need for research and to stimulate them to purposeful research activities in this field.
2. To initiate investigations bearing upon secondary school problems.
3. To advise and aid in investigations initiated by other agencies.
4. To coordinate research activities carried on by agencies interested in secondary education.
5. To act as a clearing house of information and results pertaining to research in secondary education.

ACTIVITIES

The following activities in the field of secondary education are among those most necessary for the successful accomplishment of these purposes:

1. To offer suggestions and outline desirable procedure for research.
2. To collect and file data valuable to those interested.
3. To propose problems for investigation.
4. To publish the results of investigations.
5. To furnish those interested with bibliographies and other information relative to completed and current studies.
6. To furnish clerical and statistical assistance for research enterprises.
7. To promote and hold conferences on secondary school problems.
8. To secure representation at important secondary school conferences.

MEMBERSHIP OF COMMITTEE

The National Committee on Research in Secondary Education shall consist of the following members: (a) A representative from each of the following regional and national organizations interested in research in secondary education: National Education Association, the National Association of Secondary School Principals, the National Association of High School Inspectors and Supervisors, the National Association of College Teachers of Education, the Association of Colleges and Secondary Schools of the Southern States, the Northwest Association of Secondary and Higher Schools, the North Central Association of Colleges and Secondary Schools, and such other similar organizations as may be invited by the national committee to name representatives. (b) The United States Commissioner of Education and such members of his staff as he shall designate. (c) Such members at large as are recommended by the executive committee and elected by the national committee. (d) The chairman of all special committees named by the national committee. The members at large shall be elected for terms of three years and shall be classified by the executive committee so that one-third shall be elected annually.

OFFICERS

There shall be a chairman, vice chairman, secretary, and executive committee. The secretary shall be selected from the representatives of the Bureau of Education. The executive committee shall consist of the chairman, vice chairman, and secretary of the national committee and the chairman of the special committees of the national committee. The officers shall be elected at the annual meeting of the national committee and shall serve for a term of one year.

DUTIES OF OFFICERS

The officers shall perform those duties usually involved in their respective positions. The secretary shall be expected to represent the national committee at the annual conventions of the organizations included in its membership. The national committee shall be responsible for the formulation of general policies and shall name such special committees as it may deem necessary, including a special committee on rural high schools and schools in centers of less than 2,500 population and a special committee on large high schools. The executive committee shall be responsible for formulating such plans as are necessary to carry out the general policies of the national committee.

MEETINGS

There shall be an annual meeting of the national committee at the time of the meeting of the department of superintendence. The time, place, and program shall be determined by the executive committee. Special meetings of the national committee may be called by the executive committee. The executive committee shall meet at the call of the chairman or on request of a majority of its members.

AMENDMENTS

This constitution may be amended at any regular meeting of the national committee, provided notice of the proposed amendment is sent to all members one month in advance. Amendments may be adopted by a majority vote of those present.

Personnel of the Committee

Organization representatives.—E. J. Ashbaugh, Educational Research Association; R. N. Dempster, National Association of Collegiate Registrars; J. B. Edmonson, North Central Association of Colleges and Secondary Schools; Ralph E. Files, Association of Colleges and Preparatory Schools of the Middle States and Maryland; J. C. Hanna, National Association of Higher School Inspectors and Supervisors; A. J. Jones, National Society of College Teachers of Education; Bruce E. Millikin, Northwest Association of Secondary and Higher Schools; J. K. Norton, National Education Association; W. R. Smithey, Association of Colleges and Secondary Schools of the Southern States; Jno. J. Tigert, United States Bureau of Education; Wm. A. Wetzel, National Association of Secondary School Principals; E. E. Windes, United States Bureau of Education.

Members at large.—W. B. Bliss, State Department of Education, Ohio; Thos. Briggs, Teachers College, Columbia University; George S. Counts, Yale University; J. B. Davis, Boston University; E. N. Ferriss, Cornell University; James M. Glass, State Department of Public Instruction, Pennsylvania; Leonard V. Koos, University of Minnesota; W. C. Reavis, University of Chicago; Horace M. Rebok, California Society for the Study of Secondary Education; Joseph Roemer, University of Florida.

Officers.—J. B. Edmonson, chairman; W. R. Smithey, vice chairman; E. E. Windes, secretary.

Executive committee.—George S. Counts, J. B. Edmonson, E. N. Ferriss, James M. Glass, A. J. Jones, J. K. Norton, W. R. Smithey, Wm. A. Wetzel, E. E. Windes.

Work Under Way

The following special committees created by the general committee have projects under way in various stages of development.

Committee on small high schools. Dr. Emery N. Ferriss, chairman. A study of the adaptability of the junior high school to small and rural school communities.

Committee on large and urban high schools. Dr. Wm. A. Wetzel, chairman. A study of practices of supervision in secondary schools in large cities.

Committee on procedure in research. Dr. A. J. Jones, chairman. Preparation of a bulletin on procedure in research.

Committee on characteristics of high school pupils. Dr. George S. Counts, chairman. A study of educational, psychological, social and physiological characteristics of high school pupils.

Committee on national conference on the junior high school. James M. Glass, chairman. Formulation of plans for a national conference on junior high school problems.

Committee on bibliography of research. E. E. Windes, chairman. Preparation of an annotated bibliography of research studies in secondary education completed since 1920.

Committee on current research undertakings. J. K. Norton, chairman. Preparation of a bibliography of research under way of national scope and significance.

In addition to the work done by special committees the national committee is making its resources available to responsible research workers for the purposes of studies sponsored by the committee. Two undertakings of this nature are un-

der way: (1) A study of senior high school promotion plans being made by a candidate for the degree Ph. D., at the University of Missouri, under the direction of Associate Prof. D. H. Eikenberry, and (2) a study of secondary schools of the Southern Association of Colleges and Secondary Schools similar in scope to the quinquennial study of the North Central Association.

Plans for the Future

The committee wishes to sponsor such research as is held desirable by individual secondary education organizations and will be glad to have such organizations define specific research undertakings which should be undertaken by the committee or for which they desire aid from the committee.

The committee is especially happy in its relations with the United States Bureau of Education. Commissioner Tigert is giving us enthusiastic support, and has made it possible for the committee to have the services of two members of the Staff of the Bureau, Messrs. W. S. Deffenbaugh and E. E. Windes. The latter serves as secretary of the committee, and is giving a large portion of his time to the direction of the work of the committee. The bureau is also rendering valuable assistance through its statistical division and through placing its facilities for gathering information and publishing reports at the disposal of the committee.

The general committee will meet on Saturday, February 20 at 11.30 a. m., at the Bureau of Education offices, Department of the Interior Building, Washington, D. C. This, the first full meeting of the general committee, is confidently expected to perfect details of organization and launch a program of cooperative research highly important to secondary education in America.

Increased provision for expert supervision of education, during this 5-year period, was brought about in large measure by conditions incident to the war and to the educational stimulus following passage of the Smith-Hughes Act of 1917. Though there has been little growth in numbers of professional staff officers since 1920, there has been a great increase in the number of functions performed by them, and the 14 supervised educational activities of 1920 had grown by 1923 to 23 supervised activities.

A net profit of more than \$2,000 was made last year by the Greencastle (Ind.) High School from the operation of a moving-picture theater. Regular shows are given twice a week and the music is furnished by the school orchestra under the direction of the supervisor of music.

Improvement of Rural Schools by Standardization

Improvement in the work of rural schools is promoted in 34 States by the recognition of schools which reach certain minimum standards prescribed for school plant, qualification of teachers, character of instruction given, etc. To stimulate this standardization, 31 States in some way reward schools coming up to the requirements. In 7 States this recognition takes the form of tablets or doorplates; certificates are given in 7; 11 States offer a monetary reward, and others give honorable mention in official publications of the State department of education, as explained in rural-school leaflet No. 32 on "Improvement of rural schools by standardization," by Edith A. Lathrop, assistant specialist in rural education of the Interior Department, Bureau of Education. In some instances honorable mention is given in addition to the individual gift. Tablets and doorplates are usually of metal, and bear such inscriptions as "Superior school" or "Standard school," and generally they are placed either on the outer door of the schoolhouse or just above it.



Industrial Education Progressing in Uruguay

To meet the growing need for trained workers in Uruguay, educational authorities have added shops to schools already established and opened two new industrial schools. In the four industrial schools in Montevideo, one of which is for women, 28 different practical subjects are taught in day and evening classes, in addition to theoretical study preparatory to the various trades. Outside the capital there are five industrial schools offering day and evening courses. The total attendance last year of industrial students was 5,330, of whom 2,566 were women and girls.



Vocational and Academic Training for Illiterates

In connection with the "eradication of illiteracy" campaign in Oklahoma, the State department of civilian rehabilitation announces that assistance is available to crippled persons above 16 years of age who need training in gainful occupations. This includes illiterates. It is stated that a crippled illiterate adult may begin learning weaving, hemstitching, shoe repairing, broom and mop making, mattress making, upholstering, chair caning, rug weaving, etc., while learning to read and write.

Staff of State Departments of Education

With a staff of 151 educational experts in its State department of education, New York leads the States. Pennsylvania, Massachusetts, New Jersey, and Connecticut come next, with professional staffs of 65, 39, 19, and 17, respectively. In 1915 only 9 State departments of education included a staff officer in charge of vocational education; in 1920, 44 States reported such an officer. In this period, the number of professional staff officers in the country increased 179 per cent, and the number engaged in vocational fields increased 740 per cent, as shown by a study of the professional staff of State departments of education, by Arthur Wesley Ferguson, published by the Interior Department, Bureau of Education, as Bulletin, 1925, No. 17.

How Home Economics Contributes to the Elementary Program

Cooperation with Departments of History, Geography, Literature, Art, Music, Physical and Health Education. Contribution of Home Economics to Social Service. Costumes for Historical Pageants and Plays, Which are Produced at Regular Intervals. Hot Noon Lunches Improve Quality of Afternoon Recitations. Garments Made for Community Christmas Tree

By BERTHA C. PRENTISS
City Supervisor of Home Economics, Berkeley, Calif.

SEVENTEEN elementary schools, four junior high and one senior high school constitute the public-school system of the city of Berkeley, Calif. Home Economics is taught from the fourth grade through the high school by departmental teachers in all of the grades. In the elementary schools, especially, a very close correlation is made with the work of all other departments.

Many opportunities are found whereby the teacher of clothing may help to carry out the projects that have developed in the classroom with the regular subjects. While dressing dolls or making other articles for the class project the teacher of clothing is at the same time able to guide the pupils so that correct habits, skills, and attitudes are developed which

make a foundation for future work in home making in junior and senior high schools.

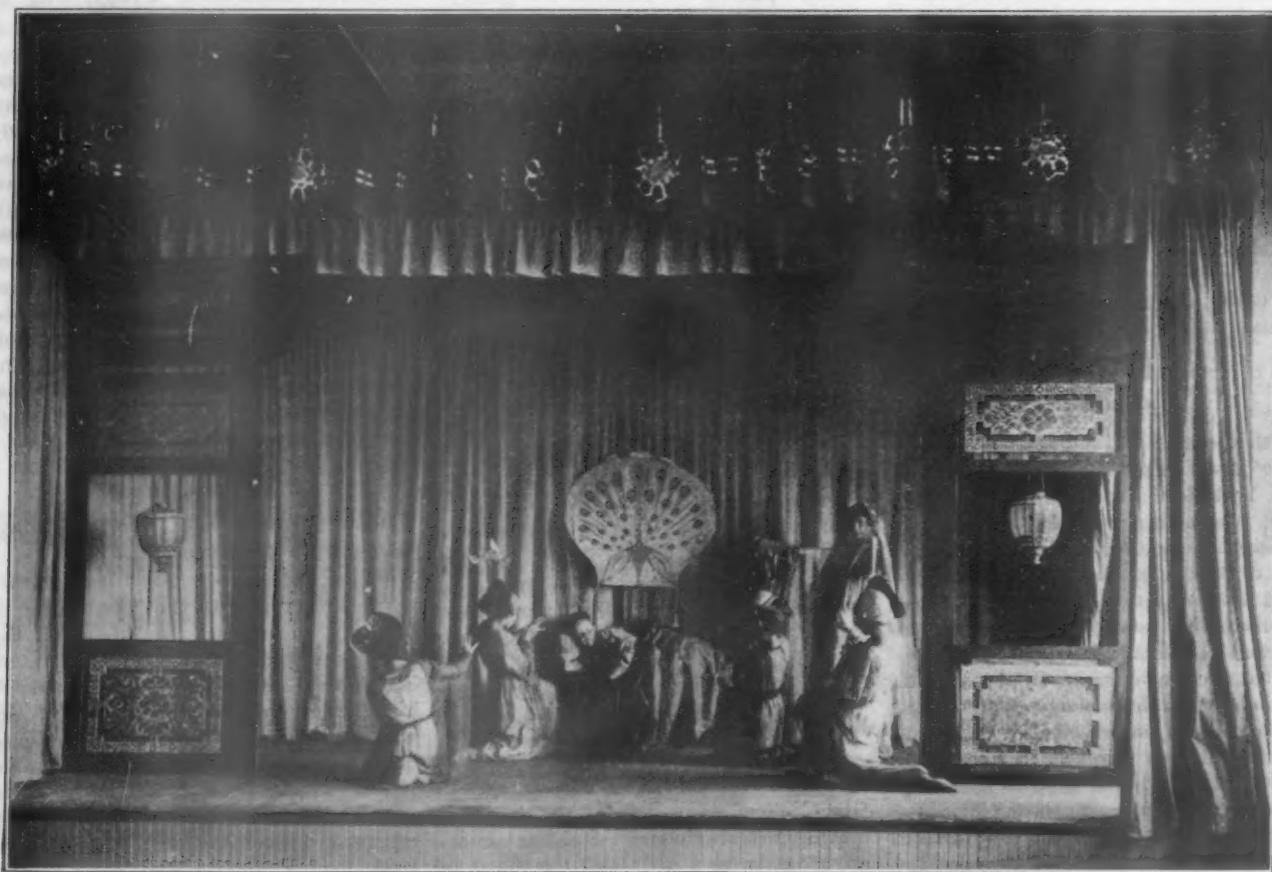
A doll was dressed in a sixth-grade clothing class during the period that Egypt was studied in the geography and history lessons and a notebook of information was compiled in the regular classroom. Many subjects were correlated before the study was completed, each receiving benefits as well as making contributions.

The making of costumes for school historical pageants, plays, etc., which are developed in the classroom offers many opportunities for the clothing teacher to make the sewing period a definite part of the school work. By carrying over the classroom interest into the sewing

period greater values are realized, and while foundations are laid for future home-making problems, the present interests of the children are utilized.

The plays are not spasmodic productions, but regular features once or twice a year, and some schools produce them even more often. Permanent costumes are made when desirable, but usually the costumes are simply and quickly made for the occasion by using crêpe paper or inexpensive material.

The Chinese Nightingale was a dramatization of a fairy story by Hans Christian Anderson. It was presented at an annual bazaar, a community affair in which the school and parents cooperate in order to raise money for school needs. This particular play was chosen because it corre-



Costumes and stage appurtenances for "The Chinese Nightingale" were made by the clothing classes

lated with the study of China which constituted the geography work of this period and because a recently opened Chinese boys' home was sending its boys to this school.

The writing and production of the play



Arithmetic is a part of dressmaking

involved written and oral English, art, geography, music, manual training, and home economics. All of the costumes used in the play and also the stage curtains were made by the clothing classes.

Home Economics Correlated with Health Education

It is well established that health is basic in the education of children, and in recognition of this the following plan for the health development work was adopted in Berkeley several years ago. In order to eliminate any unnecessary duplication in matters in which more than one department participated, the health, the physical education, and the home economics department conferred and formulated the following statement of the duties for which each would feel responsible.

Physical education.—1. Big muscle activities. 2. Instruction in hygiene in collaboration with home economics and health department. 3. Semiannual weighing of all children in junior high schools and the high school. 4. Daily inspection by the class teacher. 5. All posture instruction, corrective physical activities, prescription of exercises, rest periods, and hours of study. 6. Sanitary inspection of playgrounds and gymnasiums.

Health development.—1. Physical inspection of school children by nurse inspectors and assistants during fall semester, allowing the intensive part of

the home follow-up to come during the spring semester. Exemption of children provided in 1618A of Political Code. 2. School physicians—purpose and function. 3. Semiannual weighing of all children in elementary schools. 4. Monthly weighing of children of less than

normal weight with plan in view of intensive nutrition work. (See 3 under "Home Economics.") 5. Follow-up cases of convalescent children who have had communicable diseases. 6. Room inspection for signs of communicable diseases by classroom teacher under the supervision of the nurse. 7. Nurse's inspection of children absent on account of illness, upon their return, and home follow-up of three-day absentees. 8. Sanitary inspection of buildings. 9. Supervision of individual cumulative health records.

Home economics.—1. Mid-morning milk. 2. Hot noon lunches. 3. Nutrition instruction (follow-up work). (a) Conferences with mothers of underweight children to get their cooperation and assistance;

(b) conferences with underweight boys and girls selected from the principal's office reports from the physical and health development departments. 4. Health instruction in collaboration with health and physical education departments. 5. Sanitary inspection of lunch rooms and kitchens.

parent wishes to pay for the milk service. Milk is provided also for the needy from a special free fund.

Ten of the elementary schools have lunch rooms and two of the junior high schools and the Berkeley High School are provided with cafeterias. All of the lunch rooms provide properly cooked foods which are attractively served and aim to establish high standards in food selection for both boys and girls.

Some of the values of these activities have been expressed by teachers, mothers, and health workers as follows: 1. The lunch rooms are a big factor in keeping the children in good health. They save many children from eating their lunch too rapidly and when fatigued, as is often the case when they rush home for the noon lunch. 2. When children return to school after recovering from a long illness the nurses recommend the hot noon lunch at school to save their strength, even though the children can go home at noon. 3. Teachers find that the children work much better in the afternoon after having the hot noon lunch. This is especially noticeable in the sections where mothers work and children have a balanced and supervised lunch at school. 4. Well-organized lunch rooms provide for the rainy day problem, making it possible for the children to stay at school and by keeping out of the wet to keep in better health.

Health Instruction

The elementary home economics teachers have used the following methods in different buildings in carrying out the plan for nutrition instruction in home



Crepe-paper costumes for a health play

Mid-Morning Milk and Hot Noon Lunches

All of the Berkeley schools provide the mid-morning milk for any child whose

economics classes and in collaboration with other departments:

Milk Project.—A study of food values in hygiene and cooking classes. Material on

milk for milk book collected in hygiene class—each child had a topic on milk—i. e., dairies, pasteurization, etc. Milk posters made by the class. Milk dishes, such as cocoa, cream sauces, milk toast, etc., made in cooking classes in correlation with milk project. Slides on milk obtained from the visual education center. Visited a creamery.

The Kingdom of Good Health

This play was produced after a fourth-grade class had been studying foods and food values for about two months. It was written and produced by the pupils to give their information to others and was directed by the classroom teacher. Effective vegetable costumes were made from colored crepe papers by the girls, directed by the teacher of clothing.

Plan for a weekly health conference by



Sixth-grade girls study history by dressing dolls

the home economics teacher with children selected by the school nurse as below average weight.—The first two or three weeks general discussion: 1. Fresh air. 2. Exercise. 3. Rest. 4. Bathing and general cleanliness. 5. Teeth. 6. Drinking water. 7. Milk. 8. Vegetables. 9. Fruit. 10. Cereals (cooked).

After stimulating interest and arousing the desire of each individual to help himself to rise to a higher physical standard, individual weekly charts are to be kept by

each child, who will score his daily success with the above topics and others which present themselves from time to time as the conferences proceed and as the individual needs are discussed. Semi-monthly conferences with the school nurse are held to check up on results. Conferences with mothers are to be encouraged.

Place of the home economics teacher in the health program.—The home economics teacher makes a suggestive outline pertaining to child health for classroom hygiene lessons and gives illustrated talks on foods and health habits to groups of children.

She suggests supplementary reading material on health and hygiene to be used by the classroom teacher and furnishes a bibliography of publications on child health and development and information to the classroom teachers and the mothers.

She guides the children in:

- (a) Making health posters;
- (b) developing health projects;
- (c) dramatizing health plays;
- (d) collecting illustrative health material to be loaned to the various rooms.

She plans the menus for the school cafeteria and supervises the cafeteria. She helps to increase the number of children taking the mid-morning milk by: (a) Posters; (b) talks demonstrating the composition of milk and its food value compared to that of other foods. She assists the children in the proper selection of food for their school lunch. She addresses the mothers' club on nutrition. In close cooperation with the school nurse she plans the nutrition program of the school: (a) Holds conferences with each underweight child weekly or bi-monthly; (b) keeps a graphic chart for each underweight child; also a record of his food and health habits; (c) after each conference she sends home with the child record of his weight and a

various mimeographed suggestions relative to food and health habits; (d) holds conversations and conferences with mothers of underweight children to get their cooperation and assistance in bettering the physical condition of their children.

Follow-up work in five elementary schools.—Three hundred and eighty-five children who were more than 7 per cent underweight received health instruction from teachers of home economics during

one term, and from this number 255 children passed above the 7 per cent line.

Social Service and Home Economics

The Berkeley Home Economics Department takes a vital part in the social service activities of the community. Since 1921 funds have been provided by the municipal Christmas tree committee for the purchase of materials for making of garments by the sewing classes to distribute at Christmas to the needy children in Berkeley. Making the articles in the sewing classes makes possible a larger number of garments for distribution for the money expended, and the value is twofold for many students are provided with materials for their lessons where it would not be convenient for the students to supply the materials either because of lack of funds, or need of garments for self use. The opportunity to do for others less fortunate is also of great value to the students. By making the garments during the term as a part of the regular class work, they are all made with the same thought and care as if for personal use, thus articles of superior quality and a high order of workmanship are produced.

Garments for municipal Christmas tree committee, December, 1924.—Dresses, 193; gowns, girls, 65; rompers, 3; shirts, boys, 61; bloomers, girls, 4; blouses, girls, 3; nightshirts, boys, 37; pajamas, boys, 45; underslips, 19; aprons, 6; baby jackets, 5; baby sweaters, 1; half hose, 1; middie blouses, 30; rag dolls, 11; baby bonnets, 2; baby booties, 1; total, 487.

Riffian Schools are Delightfully Reactionary

Devotedly attached to their religion and to education as they understand it, the Riffs have set up schools and are carrying on school work within a few miles of where the actual fighting is going on against France and Spain, according to an account in the *Schoolmaster and Woman Teacher's Chronicle* of London. A few packing-cases and flattened oil tins nailed together for walls, a thick thatch to keep out the sun, and the school is complete. One side is open to the street, disclosing an equally simple interior. There is no furniture. The master and the pupils, having removed their slippers of red or yellow morocco, sit comfortably in tailor fashion on the floor. The apparatus is limited to the boards, on which the lesson from the Koran is inscribed. The children recite together in an animated chant, swaying their bodies vigorously to keep time. The curriculum would delight some of our own reactionaries, being limited to learning the Koran by heart.

Comprehensive Survey of Education in Utah

An invitation extended by the State board of education in Utah for a state-wide survey of educational conditions in that State has been accepted by the Bureau of Education of the Interior Department.

The proposed survey contemplates a complete study of the entire State system of public education, including elementary, secondary, and higher grades. The Commissioner of Education will direct the survey. Plans for the inquiry into the elementary and secondary system include studies by the members of the Bureau of Education's staff, with assistance from selected experts outside the bureau for certain sections of the survey and as consulting advisors, particularly with regard to the general program recommended as a result of the study. The field work will begin in the spring of 1926. In the meantime, study will begin of the two State-supported higher institutions.

The survey of Utah will be the ninth study of its kind made by the Bureau of Education in recent years. The States previously surveyed are Washington, South Dakota, Wyoming, Colorado, Arizona, Arkansas, Oklahoma, and Alabama. Surveys of State systems of higher education and of county and city school systems have been made under the direction of the Commissioner of Education in several other States.



University of British Columbia in New Home

A brilliant future is predicted for the University of British Columbia, now that it is "done with tents and hovels" and is in possession of its superb new plant at Point Grey. The university was established by the Provincial Legislature of British Columbia in 1890 and began its corporate existence in 1915. It is an integral part of the educational system of the Province and, as its calendar states, its policy is to promote education in general and specifically to serve its constituency by teaching, research, and extension work. The new buildings were formally opened September 22, 1925. They are of granite, of a modified Gothic style, and are handsome and dignified. The site overlooks the Gulf of Georgia near Vancouver, and an impressive mountain range gives it an imposing background.

Because of its proximity to American universities and the ease of communication with them, it is probable the relations of the new university with American institutions will be closer than with other Canadian universities.—*Ernest L. Harris, American Consul General, Vancouver.*

Health Conditions Among Natives of Southeastern Alaska

Public Health Nurse Sees Remarkable Progress in Her Experience of Eight Years. More Attention to Personal Cleanliness, Better Care of Children, and More Sanitary Dwellings are among Improvements Observed

By MABEL LEROY

Public Health Nurse, Bureau of Education

KNUD RASMUSSEN, the famous Danish explorer, said that the Bureau of Education has made more progress during its 30 years of work in Alaska than Denmark has made in 200 years in Greenland. I can well believe it, as I review the past eight years spent in southeastern Alaska, six of which have been spent entirely with the natives in their villages from Metlakatla to Klukwan and in the Government hospital in Juneau. The past two years have been in contact with the villages in the southern part of southeastern Alaska, through an annual visit for a combined service of the Ketchikan Chapter, American Red Cross, and the Bureau of Education.

The progress the native people have made in that time is wonderful—their pride in and care of their personal appearance, the better care of their children, the building of smaller houses, the installation of modern improvements, and the general care of the home, making the interior more attractive and comfortable, the weekly sanitary inspection of the houses, instituted by their own organizations and carried out by officers appointed by them, and the marked improvement in their use of the English language.

Last year it was my privilege and pleasure to be present at the eighth-grade commencement at Metlakatla, when nine students graduated—the six girls in attractive white dresses and carrying flowers, the three boys in neat dark suits composed a class that any school might well be proud to graduate.

Free Clinics Held in Schoolhouses

During the past year some of the work accomplished in Ketchikan was the splendid work done by Dr. H. C. Carothers, in giving his services at a clinic held at the schoolhouse, making a physical examination of 34 children. Eight parents were present at this time and were advised by the doctor as to treatment for their children. In January, Doctor Douglas, of Seattle, held a dental clinic in a room at the Presbyterian Mission, where the teeth of 39 school children and a number of adults were cared for.

A fruitful activity has been the organization of a class in the Red Cross home hygiene and a course in care of the sick among the native women. While we had only 11 women registered in this class, we

have had as many as 22 in attendance. That they were really interested was shown by the intelligent questions they asked, and requests for particular advice along certain lines pertaining to their own personal or family problems.

Only One Completes Course in Hygiene

All the work was demonstrated by the Red Cross nurse; then each one present was required to do it, and seldom did they have to be shown twice. Twenty-two hours are required for the course. Due to the fishing season, gardening, and the opening of the canneries, the attendance was irregular, and only one woman completed the course and is now the proud possessor of the Red Cross certificate.

Regular hours for dispensary work were held in Hydaburg and the natives kept their appointments almost to the minute—something which we have thought was next to impossible to get them to do. Tuberculosis is the great problem in this village. Three children of school age were in an advanced stage of the disease—one has since died. As there are a number of children in each family, there must be many contacts. The afflicted person goes about attending all meetings and social gatherings as long as he is able to walk to them.

Early care in an institution where they would be taught how to care for themselves would undoubtedly save many lives. Here the advanced cases could be cared for and prevented from spreading the disease.

During a school inspection at Craig we found a native boy of about 10 years who had a deformed foot, defective teeth and tonsils, and extremely defective vision. Even on the second annual visit it took several conferences to persuade the father to take the boy to the Orthopedic Hospital in Seattle. He finally did so, and a recent letter from that institution gives a very favorable report. The corrections have all been made, and it is hoped that the boy will soon be able to return to his home. The expense of this case, I believe, has been borne entirely by the Bureau of Education. However, as it has put the boy in a position of eventually becoming a useful citizen—able to earn his own living instead of becoming a dependent, as he surely would have—it is money well spent.

Omaha Meeting of National Congress of Parents and Teachers

New Committee of International Cooperation, in Response to Demand. Parent-Teacher Associations Perform Definite Service in College Towns. Programs Presented for High-School Associations. Study of Demoralizing Literature

By ELLEN C. LOMBARD

Junior Specialist, Bureau of Education

PARENT-TEACHER associations all over the world are demanding cooperation; and the demand was partially met at the recent meeting of the National Congress of Parents and Teachers in Omaha by the appointment of a new committee on international cooperation. Work similar to that of parent-teacher associations is conducted in Greece, Japan, China, Switzerland, France, South Australia, and New Zealand. Application for membership in the national organization in the United States made by the American school in Japan was a signal for the immediate recognition of the service that can be rendered to foreign countries. The formation of a plan of international cooperation is already well under way.

Another forward step was taken at the Omaha meeting in the inauguration of a national committee on parent-teacher associations in colleges. These organizations are composed of the parents in a community whose children are attending college and of the faculty and students. The need for someone to help freshmen to "find themselves" in their new environment has made these organizations important factors in college communities. Organizers of these groups must be men or women of education and culture who can command the respect and cooperation of the faculty and students. Any attempt to "mother" students would be rejected. The college organizations perform a special service to colleges in which students live in the town, making it difficult for the college officers to enforce the rules.

For Training Organizers and Officers

At the Omaha meeting it was stated that two semester hours' credit is given by the Peru (Nebr.) State Normal College for completion of the correspondence course in parent-teacher associations which has been conducted for two years by Miss Chloe Baldrige, head of the department of rural education in that institution. This course is expected to produce ability successfully to organize and conduct a parent-teacher association. It includes definite plans for organization; preliminary work needed; parliamentary procedure; constitution and by-laws; local, county council, district, State branch, and national organization; material for programs for eighteen meetings; plans for

the social activities; and suggestions for constructive work.

Many State branches of the National Congress of Parents and Teachers have cities containing 50 associations or more. Among them are: Minnesota, Colorado, Iowa, California, Illinois, Texas, Kentucky, Michigan, Washington, Oregon, and Missouri. The adoption of uniform per capita dues is therefore an important step in parent-teacher work.

Plans for defense day were made public by the chairman of physical education. It is agreed that this organization shall take steps to make this day a personal patriotic preparedness day; a day of individual "stock-taking;" of spiritual devotion to our country; and of encouraging physical ability to discharge all the duties of citizens which may be brought about through health examinations. Programs of recreation and patriotism in civic and social organizations of the communities will be promoted and the co-operation of national health, patriotic, and social organizations and the Federal Government will be urged.

North Dakota Demonstration Making Progress

Progress was reported in the school demonstration in parent-teacher associations in North Dakota which is under way. Of the 5,098 rural schools of the State, 634 have already organized parent-teacher associations. Seven counties were selected originally in which to make the demonstration. Of the 53 counties in the State, 27 have organized 10 per cent or more of the schools. The plan called for the organization of parent-teacher associations in 10 per cent of the schools by December, 1925; 50 per cent by December, 1926; 75 per cent by December, 1927; 90 per cent by December, 1928; and 100 per cent by December, 1929. Golden Valley County completed 100 per cent organization in less than five months.

A series of 12 study programs has been worked out by the chairman of study circles for high school associations. Among the subjects included in these programs are: Preadolescence versus adolescence; physiological changes and characteristics; mental growth and reconstruction; religious and emotional experience; manners and morals; social activities; leisure hours; school curriculum; choosing a career; idealism of youth;

relation of parent to adolescent; and the adolescent in literature.

Harmon B. Stephens, chairman of moral standards in literature, in his annual report urged a study of the extent to which social welfare is threatened by free access to demoralizing literature. Parents were requested to record their opinions of the stories their children are reading; to analyze them as to how they affect one or more of five elements of social safety, namely, (1) respect for the home; (2) respect for marriage; (3) respect for law; (4) respect for religion; (5) protection of minors from undue excitement. A definite plan has been worked out to assist parents in this study.



School Nurse Administration in American Communities

Employment of a school nurse in a community adds point to health teachings in the schools. The number of cities in the United States employing nurses has more than doubled in the past 10 years and the proportionate figure for rural schools is even greater. No uniformity has yet been reached as to terms of contract or duties required of the school nurse, but in 116 out of 179 cities having a population of 30,000 or more, from which information could be obtained by the Interior Department, Bureau of Education; as reported in School Health Study No. 11, the nurse is employed for the school year, and in 58 for the calendar year. The average number of children per nurse is about 3,000, varying from 800 to as many as 7,000. In some cities the applicant must stand examination, in others a certificate as registered nurse is required. The salary ranges from \$637 to \$2,700. In 110 of the cities sick leave with pay is granted, in 102 vacation with pay, and benefit of the retirement fund in 41.



Professional Dress for Teachers of Young Children

Colored smocks, in shades to suit individual taste, have been adopted as the professional dress for practice work with little children by students of the Cleveland kindergarten primary training school. The smock may be used in lieu of a dress in warm weather, and may be worn over the street dress in winter. They are washable, they can be obtained in a number of bright colors, the children admire them, and they help create a cheerful atmosphere. The freedom of movement, the suitable neck lines, long sleeves, and pockets large enough to hold notebook and pencils, add to their appropriateness.



Erskine Ramsay Engineering Hall, Alabama Polytechnic Institute

Important Addition to Auburn's Equipment

Erskine Ramsay Engineering Hall, said to be the finest and best equipped college building in the South, was recently dedicated with elaborate ceremony at the Alabama Polytechnic Institute, Auburn. The building is 239 feet long by 75 feet wide, and contains 50 rooms, including 14 classrooms, 14 offices, laboratories, shops, photographic rooms, lounge rooms, reception rooms, and ample halls. Its cost was \$300,000, for building and equipment alone.

The principal donor to the building fund was Erskine Ramsay, whose name the building bears. Mr. Ramsay is president of the board of education of the city of Birmingham, and he has contributed liberally to other educational institutions in the State.

Organization of State Departments of Education

Home economics is the most widely recognized activity in State departments of education. Out of 44 States reporting to the Interior Department, Bureau of Education, on the organization, housing, and staffing of State departments of education, 41 have divisions of home economics. There is little uniformity in the organization of these departments of education, as shown by report of this survey in statistical circular No. 5, compiled by Herbert M. Carle, principal statistical assistant of the Bureau of Education. Forty

States have a division of secondary education, 39 an agricultural education division; and divisions of trades, industrial education, and teacher certification are in 37 State departments. In four States musical supervision is made a special activity or division, four provide directors of education for handicapped children, five for adult education. Ohio includes film censorship; New York, visual education; and others have child welfare and other activities.

Carnegie Corporation will Foster Art Instruction

Income from \$1,000,000 has been set aside by the Carnegie Corporation to establish a system of scholarships and fellowships in the arts. The purpose is to enable candidates of promise to prepare themselves to be college teachers of art.

In addition, \$100,000 has been set aside for the purchase of teaching equipment for departments of fine arts in colleges and universities.

The trustees of the corporation feel that the number of competent teachers of art is entirely insufficient and that few colleges have either proper equipment for teaching art or the knowledge of how to procure it.

Forty-five rural supervisors are at work in Maryland—at least one in each of the State's 23 counties. Their work has proved an important factor in the solution of the problems of the rural school.

Consolidating Small Classes Causes Teacher Crisis

Two thousand young teachers in Czechoslovakia are unable to obtain employment in the work for which they were trained, and the ministry of education has ordered that all public teacher training colleges shall admit only half as many candidates as in 1924. The immediate reason for the excess of teachers lies in discontinuance or consolidation of small classes in both rural and urban schools in the interest of economy; but behind this lies the fact that the number of children in the country, and consequently the school enrollment, is materially less than before the War, and because of the War. As a means of meeting the crisis the teachers' organizations are demanding that teachers be pensioned after 40 years of service or after reaching the age of 60 years.—*Emanuel V. Lippert.*

Compulsory Education Beneficial Beyond Compulsory Period

An extraordinary increase in the number of high school graduates in Baltimore is ascribed largely to the enforcement of the compulsory education law and to a "stay in school" campaign in which attendance officers have been active. In the 22 years since this law became effective in the city, though the school enrollment increased from 82,297 to 106,323, only 29 per cent, the number of high school graduates climbed from 227 in 1903 to 1,478 in 1925.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

AMERICAN CHILD HEALTH ASSOCIATION. RESEARCH DIVISION. A health survey of 86 cities. New York, American child health association, 1925. xxxiv, 614 p. fold, table, tables, diags. 8°.

This study of child health work applies to the 86 cities in the United States with populations between 40,000 and 70,000. The findings of the investigation, which was completed in 1924, are fully presented in this volume. The outstanding facts developed by the survey are these: Each city was found to be carrying on some organized effort for bettering the health of children. By utilizing the scientific knowledge now at hand it is possible by better organization to increase materially the health protection of children at no great increase in cost. The greatest needs are well-trained health officers, standardization of methods, better explanation of health work to the public, and increased cooperation among public and private health agencies.

BLACKHURST, J. HERBERT. Directed observation and supervised teaching. Boston, New York, [etc.]. Ginn and company [1925]. xii, 420 p. illus., diags. 12°.

This textbook for student teachers is designed by its use to free the supervisor to make significant observations and to direct progress in obtaining skill in teaching. The writer offers a complete analysis of the student's activity while observing and practicing, and then arranges each unit of work so that it takes its proper psychological position with respect to the entire program. The student begins by directing his attention to the material side of the classroom, later he observes the physical and mental characteristics of the teacher and pupils, and still later he observes the technique of instruction.

COOPER, RICHARD WATSON, and COOPER, HERMANN. The one-teacher school in Delaware; a study in attendance. Bureau of education, Service citizens of Delaware. Newark, Del., University of Delaware press, 1925. 434 p. front. illus. tables, diags. 4°.

The Service citizens of Delaware have been conducting a movement to improve the attendance of pupils in the rural schools of the State. Over a period of six years the average days' attendance in one-teacher schools in the State was raised from 86 days per pupil per year to 133 days per pupil per year, a change which promises to be permanent. In this volume the study of existing conditions, the program of attack on the problem, and the results secured are reported at considerable length. Suggestions and assistance are thus made available to other school organizations interested in the improvement of the attendance conditions of their own schools.

FENTON, JESSIE CHASE. A practical psychology of babyhood; the mental development and mental hygiene of the first two years of life. Boston and New York, Houghton Mifflin company, 1925, xvi, 348 p. front., plates, forms. 8°.

Mothers will find this work a practical handbook for guidance in rearing their children, and it is also intended to be of service to students of child psy-

chology in universities and teachers' colleges. In the light of the latest psychological research, and in simple, nontechnical language, the author presents detailed and authoritative advice on the mental development of children. Data from important psychological studies of individual babies are here collected, both by way of illustration for the principles presented, and in order to furnish the mother an opportunity to compare the progress of her own child with that of other babies whose psychological history has been observed and recorded.

The foreign student in America. A study by the commission on survey of foreign students in the United States of America, under the auspices of the friendly relations committees of the Young Men's Christian Association and the Young Women's Christian Association; ed. by W. Reginald Wheeler, Henry H. King, and Alexander B. Davidson. New York, Association press, 1925. xxiv, 329 p. tables, fold. map. 8°.

The first part of this survey report deals with the general history of student migrations, the backgrounds, political and religious, of the students who come to America, and the influence and careers of students who have returned to their homelands after study abroad. Chapters follow relating to the foreign students' contacts with American life and with the American college, and giving special attention to the conditions which the approximately 1,500 women students face in this country and the results. The attitude of foreign students in general and of the major racial and national groups, toward American life, and especially toward American Christianity, are next discussed, and the organized efforts on behalf of these students are summarized. Finally, constructive suggestions and recommendations are given. The appendix includes detailed statistics and a map.

FRANK, J. O. How to teach general science. Notes and suggestions of practical aid to every general science teacher. Oshkosh, Wis., Castle-Pierce press, 1925. xv, 194 p. 12°.

This manual treats concisely of many aspects of the work of general science teachers. It shows how these teachers, especially those in small towns, may enrich their teaching by aids of various sorts from sources which are indicated. The history of science as a subject in secondary education is sketched, and the organization of material, teaching methods, and classroom technique are discussed. The author is professor of science education in the Wisconsin State normal school at Oshkosh.

GROVES, ERNEST R. Social problems and education. New York, London, Longmans, Green and co., 1925. v, 458 p. tables, diags. 8°.

American social problems most intimately related to the work of the schools are discussed in this book, which is intended chiefly as a text to give students of educational sociology a preliminary acquaintance with concrete contemporaneous social questions. The author expects his work to be useful to teachers, because they are beginning to see their school problems against the background of the larger social situation. Education is necessarily concerned with the social difficulties that hamper the group life which it attempts to serve.

LEE, JOSEPH, ed. The normal course in play. Practical material for use in the training of playground and recreation workers; prepared by the Playground and recreation association of America, under the direction of Joseph Lee, president. New York, A. S. Barnes and company, 1925. x, 261 p. 8°.

This course presents the main facts about the play movement and program, its significance in the life of the individual and the community, and the sources of information regarding it. It leaves to the instructor giving the course to adapt and interpret the material to the best advantage in his work. The term "play" is here used in its broad interpretation of "what we do when we are free to do what we will," and as involving an attitude which may pervade every activity. Considerable space is given to community recreation, meaning the present-day organized movement to provide community-wide facilities and activities for both children and adults.

PARKER, SAMUEL CHESTER, and TEMPLE, ALICE. Unified kindergarten and first-grade teaching. Boston, New York [etc.]. Ginn and company [1925] xv, 600 p. front., illus., diags. 8°.

How the activities of pupils in the kindergarten and in the first grade may be closely coordinated is shown in this book, for the benefit especially of prospective kindergarten and first-grade teachers, and also to aid experienced teachers, school superintendents, and supervisors, in bringing this unification of the curriculum into effect. Such a result is confidently expected greatly to enhance the efficiency of the school work. The volume is divided into three main divisions, taking up first the general subjects of unification, purposes, curriculum, and equipment; secondly, types of learning; and, thirdly, the general aspects of learning, considering the spirit which should prevail in directing pupils' activities and discussing the utilization of interests and provisions for individual differences.

RUGG, HAROLD. A primer of graphics and statistics for teachers. Boston, New York [etc.]. Houghton Mifflin company [1925]. v, 142 p. tables, diags. 12°. (Riverside textbooks in education. ed. by E. P. Cubberley.)

The extent to which statistical methods are now employed in handling educational problems makes an elementary knowledge of statistical terms and procedure necessary for teachers and school principals and for students in courses in educational tests and measurements. This manual gives the essential elements of use in the statistical treatment and interpretation of data and the graphic presentation of statistical facts. It explains the teachers' use of statistical distributions in giving school marks, and shows how graphic and statistical methods may be employed as adjuncts in teaching various school subjects.

WOOD, THOMAS D., and BROWNELL, CLIFFORD L. Source book in health and physical education. New York, The Macmillan company, 1925. xi, 590 p. 8°.

Here are presented in convenient form a range and variety of source materials designed to help students and teachers to become acquainted with the background of health and physical education. Quotations have been selected and grouped with reference to certain main principles and points of view selected by the compilers of the volume. An effort has been made to present a great variety of views which have had some prominence and influence at different periods.

A Christmas Program For Elementary Schools

By FLORENCE C. FOX

THIS PROGRAM is so arranged as to disturb as little as possible the routine work of the school during its preparation. The presentation and practice exercises are therefore allotted to their appropriate places in the school program, and will take little time outside the regular classroom periods.

FOR OPENING EXERCISES.—Present the stories, songs, poems, and pageants to the school and assign parts.

READING PERIOD.—Select some of the reading lessons listed here for their appropriate grades to be used later as story-telling exercises on the Christmas program.

LANGUAGE PERIOD.—Practice the songs, stories, poems, and pageants which have been assigned to different pupils.

DRAWING PERIOD.—Use this period for the drawing and construction work listed in this program.

Other periods may be used for practice and for arranging costumes during the week or two before Christmas.



MUSIC, ART, AND LITERATURE

SONGS.—Progressive Music Series, Grades I, II, III: Sleigh Bells; Kris Kringle's Song; A Christmas Tree; On Christmas Day in the Morning. Grades IV, V: Christmas Carol; Gather Round the Christmas Tree; Noel. Grades VI, VII: Ye Olden Christmas.

Music Education Series, Grades I, II: Christmas Bells; The Message of Christmas Bells; Pretty Fir Tree; Santa Claus. Grades III, IV: At Christmas Time; Everybody's Christmas Tree; King Christmas. Grades V, VI: Christmas Cheer; Christmas Bells; For Christmas Day.

Songs of Childhood, Grades I, II: Christmas Day; Christmas Eve; Santa Claus.

Gaynor, Christmas Songs. Eleanor Smith, Christmas Songs.

PICTURES.—Perry Picture Company, George P. Brown Picture Company, The Mentor Picture Company: Madonnas; Holy Night; Christmas Chimes; Arrival of the Shepherds; Star of Bethlehem; The Nativity; Holy Family; Worship of the Magi; Adoration of the Magi; Adoration of the Shepherds.

STORIES.—Stories of the Nativity, Bible. Little Match Girl, Anderson. Tiny Tim, Dickens. The Little Fir Tree, Anderson. Bird's Christmas Carol, Wiggins. A Captured Santa Claus, Page. Christmas Angel, K. Pyle. A Christmas Child and Carrots, Molesworth. Christmas Every Day, Howells. Christmas-tree Land, Molesworth. Wee Robin's Christmas Song, Wiggins. Dolly and Molly on Christmas Day, Gordon. Little Folks Christmas Stories and Plays, Skinner. A Christmas Carol, Dickens.

POEMS.—Golden Numbers: A Visit From St. Nicholas; Little Gretchen; A Christmas Carol; Old Winter.

Putnam's Famous Poems: Santa Claus; Cradle Hymn; Christmas in England; A Visit From St. Nicholas; Ceremonies for Christmas; God Rest Ye, Merry Gentlemen; Marjorie's Almanac.

Putnam's Cambridge Book of Poetry: Christmas Eve; A Christmas Carol; A Child's Present; The Peace Giver.

Riley's Rhymes of Childhood: Who Santa Claus Wuz; Little John's Christmas.

Phoebe Cary: Christmas. Alice Cary: The Settler's Christmas Eve. Longfellow: Christmas Bells; A Christmas Carol.

READING EXERCISES

PRIMERS.—Blodgett, Christmas. Wooster, Christmas. Beacon, Santa Claus. Riverside, The Night Before Christmas; Santa Claus Came in the Night; Christmas Morning; A Christmas Dream; The Christmas Tree. Finch, Christmas Is Coming. Holton, Christmas Is Coming. Natural Method, The Christmas Tree. Sunshine, Christmas.

FIRST READERS.—Mills, Christmas Letter From Phillips Brooks. Finch, The Little Pine Tree. American, The Little Pine Tree. Holton, The Little Fir Tree. Child's World, Christmas Bells; A Christmas Joke. Carroll and Brooks, Christmas at Grandpa's.

SECOND READERS.—Cyr, Walter's Christmas Tree. Child World, A Merry Christmas; Santa Claus. Haliburton, The Christmas Bells. Thought Test, Jane's Christmas Present. Child Library, The Kitten That Wanted to Be a Christmas Present; The Holly Tree Elf.

THIRD READERS.—Beacon, The Kitten That Wanted to Be a Christmas Present. Child World, A Christmas Wish; The Christmas Bells. Elson, A Christmas Wish. New Education, The Little Match Girl; How Christmas Is Kept in Other Lands. Merrill, Christmas Bells. Field, Santa Claus and the Toys That Came to Life; If I Were Santa's Little Boy. Silent Reading Hour, A Visit to Santa Claus' Land. Riverside, A Real Santa Claus. Bolenius, Marjorie's Almanac; A Song of Christmas Trees.

FOURTH READERS.—New Educational, Night Before Christmas. Young and Field, A Visit From St. Nicholas. Field, Agents of Santa Claus. Study, A Christmas Fairy. Riverside, Carol Bird's Christmas; Marjorie's Almanac; Kris Kringle; Christmas in Norway. Wheeler's Literary, Marjorie's Almanac. Horace Mann, A Visit From St. Nicholas; The Christmas

Trees. Bolenius, Why Christmas Trees Are Evergreen. Elson, The Christmas Fairy; Scrooge, Dickens. Standard Classic, Christmas Song; Christmas Wishes of Mother Goose Children; Christmas Bells, Longfellow; The Little Match Girl, Anderson.

FIFTH READERS.—Cyr, Pine Trees. Field, The Christmas Thorn. Riverside, Christmas at the Cape of Good Hope. Study, Christmas Under the Snow.

SIXTH READERS.—Natural Method, The Christmas Truants, Stockton. Wheeler's Literary, The Little Feller's Stocking, Lincoln. Progressive Road to Silent Reading, The Ghost of Christmas Present, Dickens. Magee, The Christmas Masquerade. Literature and Living, Christmas Shopping.

PAGEANTS AND PLAYS

GRADES I, II, III.—Pageant of the Fairies and the Pine Tree. Fairies represent snow, wind, rain, and sunshine, and Christmas fairies. In each scene they dance around the pine tree. (1) Planting the seed: Sleep, little pine tree, sleep. (2) A little pine tree appears: Wake, little pine tree, wake. (3) The pine tree becomes tall and strong: Grow, little pine tree, grow. (4) A Christmas tree with lights: Shine, little pine tree, shine. Christmas fairies touch the tree with a wand to bring out each light.

A Pageant of Christmas in other lands, led by old Father Christmas.

(1) Children in French peasant costumes carry lighted candles and stockings. (2) Children in Dutch peasant costumes carry lighted candles and wooden shoes stuffed with straw. (3) Children in peasant costumes of Norway carry lighted candles and tiny Christmas trees. (4) Children in English peasant costumes carry lighted candles and large sprays of mistletoe and holly. (5) Children to represent America in nightgowns carry lighted candles each with a different emblem, tree, stocking, mistletoe and holly, books, toys, etc. Children march, countermarch, circle, and form figures to music in march time.

GRADES IV, V, VI.—Upper grades should dramatize Christmas stories found in readers and other sources. The Little Match Girl, Tiny Tim, Little John's Christmas, by Riley, The Night Before Christmas, and many others are suitable. Upper classes should write their own plays.

SCHOOL EXERCISES

Several pupils may recite a long poem together. Each child recites a verse and the entire group repeat the refrain together. Longfellow's Christmas Bells is a suitable poem for this type of rendition. Songs may be sung in the same way.

DRAWING AND PAPER CONSTRUCTION

GRADE I.—Draw fir trees; landscape with snowy foreground, pine trees in distance; Santa Claus head; snow covered chimney; Christmas stocking. Construct circular match scratcher; picture frame; bookmark; needle case, decorate; cornucopia or candy basket, decorate; ornaments for Christmas tree.

GRADE II.—Draw Santa on the roof by the chimney; toys you would like to have. Construct paper cutting of fir trees; Christmas card, decorate; Christmas tree; Christmas stocking; Christmas tree ornaments; nut cups for Christmas dinner table; place cards.

GRADE III.—Draw Christmas tree; landscape of pine trees. Construct by paper cutting three wise men, camels, and star and mount on background. Build Christmas sand table. Make duster bag of gingham; scissors case; toy wild animal cage.

GRADE IV.—Make Christmas presents; decorate a small doily or table mat of unbleached crash; candy boxes representing chimney; Christmas card; practice artistic package tying.

GRADE V.—Design and make a napkin ring; Christmas cards; telephone pad; wooden toys painted; model vase of clay and decorate; make envelope for Christmas card.

GRADE VI.—Design and make handkerchief case; Christmas cards; desk pad of leatherette; tie up and address packages artistically.

All grades make candy for boxes.

SOME HINTS TO PARENTS

Arrange the breakfast and lunch hours so that there is no rushing at home or to school.

Encourage punctuality and regular attendance, not permitting trifles to interfere.

See that the children are dressed simply, neatly, modestly, and suitably in accordance with the weather.

Insist that children under fourteen have at least ten hours' sleep.

Find out how much time should be devoted to home work, and see that it is done.

Provide a quiet place for home study, with good light and ventilation. Prevent interruptions as far as possible.

Show an interest in the children's school work, athletics, and other activities

Visit the classroom for a better understanding of conditions.

Do not criticize the teachers or school within the children's hearing. Always hear both sides of every question and ask the teacher about it.

Instill in the children habits of obedience and respect for authority.

Picture the school as a happy, desirable place, rather than as one children should dread.

Keep in mind that the school offers unlimited opportunities to those who take advantage of them, parents as well as pupils.

Plan to meet other parents in the school. It will help you understand your children better. Mothers should arouse the interest of fathers in the school activities and get their cooperation. If there is a parents' association in your children's school, join it; if there is none, form one. Intelligent cooperation brings splendid results to all.

—United Parents Associations of Greater New York Schools, Inc.